Cantonese Grammar Guide

Senior Missionary Training Center

Cantonese Grammar Guide

7/11/2014

Grammar-Task Index

Task	Grammar Associated
General	
Arrange Transportation	"At" Verb; Time; Helping Verbs;
Associate with Members	Question Words; "At" Verb;
Become Acquainted	Question Words; "To be" Verb; "At" Verb;
Give Directions	"At" Verb; Prepositions; Numbers; Classifiers; Conjunctions;
Make a Contact	Yes/No Questions; Time; Helping Verbs; Conjunctions;
Make a Phone Call	"To be" Verb; Time; Helping Verbs;
Make an Appointment	Yes/No Questions; Time; Helping Verbs;
Make Purchases	Have; Descriptive; Numbers; Classifiers; Helping Verbs;
Pray	"To be" Verb; Possessive;
Share Experiences	When, Before, After; Intensifier; Descriptive; Resultative Complement; Because/Therefore;
Share Scriptures	"At" Verb; Numbers; Classifiers;
Tell about Self and Family	Question Words; "At" Verb; Time; Have;
Testify	"To be" Verb; Possessive; Descriptive;
Proselyting	
Conduct a Meeting	"To be" Verb; Future Tense; Conjunctions;
Find Out	Question Words; "To be" Verb; Possessive; Intensifier;
Follow Up	Question Words; Intensifier; Descriptive; Helping Verbs; If and Consequence;
Have a Family Home Evening	Helping Verbs; Future Tense; Conjunctions;
Help Resolve Concerns	Yes/No Questions; When, Before, After; Descriptive; If and Consequence;
Invite	Question Words; Yes/No Questions; When, Before, After; Helping Verbs;
Obtain Referrals	Question Words; Yes/No Questions; Time; Helping Verbs;
Perform Priesthood Ordinances	Have; Descriptive; Future Tense;
Plan	Time; When, Before, After; Have; Helping Verbs;
Teach about Jesus Christ	"To be" Verb; Possessive; Intensifier; Descriptive;
Teach about Prophets	"To be" Verb; Intensifier; Descriptive; Helping Verbs; Disposal Construction;
Teach about the Book of Mormon	"To be" Verb; Intensifier; Descriptive; Passive Voice;
Teach about the Holy Ghost	When, Before, After; Intensifier; Descriptive; Future Tense;
Teach about the Plan of Salvation	"To be" Verb; Intensifier; Descriptive;
Teach about the Prophet Joseph Smith	"To be" Verb; Intensifier; Descriptive; Conjunctions;
Teach Others to Pray	"To be" Verb; Yes/No Questions; Helping Verbs; Conjunctions;
Temple	
At the Clothing Counter	Question Words; Yes/No Questions; Have; Classifiers;
At the Door of the Ordinance Room	Yes/No Questions; Have; Helping Verbs; Past Tense;
At the Recommend Desk	Have; Helping Verbs;
In the Baptistry	"At" Verb; Prepositions; Classifiers; Resultative Complement;
In the Locker Room	"At" Verb; Prepositions; Classifiers;
Live Ordinance	"At" Verb; Prepositions; Classifiers;

Task	Grammar Associated
CES	
Conduct an Institute Class	Time; Future Tense;
Find Teachers	Question Words; Time; Have; Helping Verbs;
Help Teachers Prepare Lessons	Yes/No Questions; Descriptive; Helping Verbs;
Interview Potential Teachers	Yes/No Questions; Future Tense; Disposal Construction;
Invite Students to Participate	Question Words; Yes/No Questions; "At" Verb; Time;
Meet and Greet Students	Question Words; "To be" Verb; "At" Verb;
Welfare	
Conduct a Development Meeting	"To be" Verb; Helping Verbs; If and Consequence;
Develop a Community Relationships	Question Words; Helping Verbs; Future Tense;
Make a Self-reliance Program	Question Words; Descriptive; Helping Verbs;
Teach Hygiene	"To be" Verb; When, Before, After; Intensifier; Disposal Construction;
Teach Welfare	Helping Verbs; Disposal Construction;
Mission President	
Communicate with the Employees	Yes/No Questions; Time; Helping Verbs; Past Tense;
Conduct a Baptismal Interview	Question Words; Descriptive; Helping Verbs;
Conduct a Temple Interview	Question Words; Descriptive; Helping Verbs;
Discuss Mission Transfers	Question Words; Helping Verbs;
Establish Relations with Government Officals	"To be" Verb; Descriptive; Helping Verbs;
Give Reports to Priesthood Leaders	Question Words; Time; Past Tense; Conjunctions;
Help Resolve Concerns MP	Yes/No Questions; When, Before, After; Descriptive; Helping Verbs; If and Consequence;
Interview a Missionary	Time; Have; Descriptive; Future Tense;
Set Goals with Others	Time; When, Before, After; Have; Helping Verbs; If and Consequence;
Talk to School Teachers about Child's Progress	Question Words; Time; Possessive; Descriptive; Helping Verbs;
Teach to Cook Certain Recipes	When, Before, After; Numbers; Classifiers; Past Tense; Disposal Construction; Conjunctions;
Tell Where Things are Around the Home	"At" Verb; Prepositions;
Train Someone	When, Before, After; Conjunctions;
Write a Letter or Thank You Note	"To be" Verb; Helping Verbs;

The above chart is just a suggestion of grammar principles that can help you understand each task; additional grammar principles might be needed to perform these tasks well.

Contents

Grammar-Task Index 1
1. Overview 4
2. Romanization & Pronunciation 6
3. Basic Grammar 1 – Parts of Speech 14
4. Basic Grammar 2 – Sentence Structure 15
5. Common Words – Question Words and Pronouns 19
6. "To Be" Verb – *Haih* 係 23
7. Yes/No Questions 27
8. "At" Verb – *Hái* 喺 29
9. Prepositions 32
10. Expressing Time and Date 35
11. "When," "Before," "After" 38
12. "Have" – *Yáuh* 有 41
13. Possessive and Descriptive -1 – *ge* 嘅 44
14. Intensifier – *Hóu* 好 45
15. Possessive and Descriptive -2 – *ge* 嘅 51
16. Comparison – Expressing "More" – *Gwo* 過 55
17. Comparison – Expressing "As Much As" and "Less" 60
18. Numbers 63
19. Classifiers 64
20. Helping Verbs 67
21. Resultative Complements 70
22. Verb Conjugation 1 – Past events 73
23. Verb Conjugation 2 – Continuous 75
24. Verb Conjugation 3 – Future Event 77
25. Passive Voice – *Béi/Yàuh* 被/由 79
26. Disposal Construction – *Jēung* 將 83
27. Because/Therefore – *Yān waih/Só yíh* 因為/所以 86
28. Although/But – *Sēui yìhn/Daahn haih* 雖然/但係 87
29. If and Consequence – *Yùh gwó/Jauh* 如果/就 88
30. Particles 90
31. Conjunctions 91
Appendix I – Common Prepositions in Chinese 94
Answer Key Content 97

1. Overview

Basic Information:

- Cantonese is one of the oldest of the many Chinese dialects. Some words may have originated before 1000 B.C.
- Since Cantonese is a dialect, the written form is different from the spoken form in terms of pronunciation, vocabulary, and sometimes grammar principles.
- This grammar guide will focus on the spoken form only, but most rules generally apply to both written and spoken Cantonese.

Text:

- Most words in Cantonese can be represented by characters but some newer words do not yet have characters to represent them.
- Unlike letters, most characters do not represent sounds. Each character represents a specific meaning and often originates from pictures or abstract meanings. Below is an example of how the form of a character has evolved:



- Each character has its own meaning and sound and consists of only one syllable.
- Characters are usually combined to form words, though they can be used by themselves.
- The relationship between characters and words is similar to the relationship of prefixes, suffixes, and word roots in English (e.g. the word "electro-cardio-gram" consists of "electro-," "cardio-," and "-gram," which are comparable to characters).
- While this guide focuses on the spoken form and uses Romanization to represent words, it is still important to know these concepts in order to obtain a good grasp of the language.

Sounds and Romanization:

- Romanization expresses the sounds of Chinese characters using the English alphabet.
- Although many of these symbols sound similar to the English prounounciation, they still possess slight differences (e.g. in Chinese, the mouth moves much less to form sounds than in English).
- Cantonese has six tones (according to the Romanization we are using). While most characters have fixed tones, in speaking situations some tones may occasionally change.

Grammar:

- While there are general rules for the grammar of Cantonese, the rules are not as strict as in English and can often change according to the context or what the speaker wants to express.
- Generally, sentences follow the order **S-T-P-V-O**, which stands for:

  Subject-**T**ime-**P**lace-**V**erb-**O**bject

  Examples: I ate lunch at school yesterday. (English word order)

  I yesterday at school ate lunch. (Cantonese word order)
- Another difference between English and Chinese is that Chinese often flows from more general terms to more specific terms:

  Examples: U.S.A., Utah, Salt Lake City

  2012-05-29, Tuesday, evening, 5:43

2. Romanization & Pronunciation

Romanization is a way to represent the sounds of Cantonese words using the English alphabet. Most letters constitute only one sound and do not change. Capitalization and punctuation do not affect pronunciation.

The Romanization used in this guide is called Yale Romanization; you may encounter other Romanizations that bear slight differences in your study of Cantonese.

Initials:

Initials work like consonants in English. Most of the following initials sound the same as their English equivalents, but some have slight differences as indicated:

b	p	m	f	d	t	n	l
ball	**P**aul	**m**other	**f**ather	**d**og	**T**exas	**n**a**nn**y	**l**o**ll**ipop
s	**h**	**j**	**ch**		**y**	**w**	
sea	**h**ot	**g**el[1]	**ch**urch[2]		**y**oung	**w**ar	
g	**k**	**gw**	**kw**				**ng**
good	**k**ilo	**gu**acamole	**qu**artz				si**ng**[3]

1 – j: Very similar to a soft "g" in English but with a flat mouth shape. Try to say it with a grin. Please refer to the image on the right for help.
2 – ch: Similar to "j" above but aspirating.
3 – ng: Try saying the English word "sing." Then, while maintaining the mouth's shape and the sound of the "ng," add the vowel of the Cantonese word.

Finals:

Finals are like vowels in English, except that some finals have endings such as “n” or “ng.”

The basic eight:

Though some of the following eight Cantonese finals are very close to English vowels, please refer carefully to the notes.

aa – like f**a**ther

a – Same as “aa” above when alone; but sounds like c**u**p when followed by other letters,

e – like **e**dge

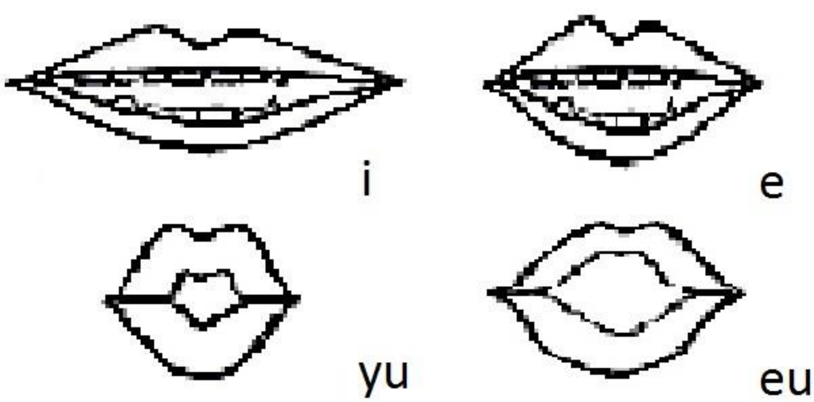
eu – like s**oo**t; try saying “e” (from above) with rounded lips, see diagram below for help

i – like s**ee**, with a bit of “y” in front

o – like **aw**ful in British English

u – like sp**oo**n, with a bit of “w” in front

yu – like “*ch**u**te*” in French or “***ü**ber*” in German; try saying “i” (from above) with rounded lips, see diagram below for help



Additional Finals:

Some of the basic eight may be combined to form diphthongs, or letters may be added at the end to form other finals. Some of the common letters added as finals are:

p – like chi**p**munk | **m** – like ha**m**

k – like ba**ck**ground | **n** – like si**n**

t – like ca**t**nip | **ng** – like si**ng**

Combination chart:

Finals							
aa	**a**	**e**	**eu**	**i**	**o**	**u**	**yu**
aam	am			im			
aan	an		eun	in	on	un	yun
aang	ang	eng	**eung*[1]**	**ing*[3]**	ong	**ung*[5]**	
aap	ap			ip			
aat	at		eut	it	ot	ut	yut
aak	ak	ek	**euk*[2]**	**ik*[4]**	ok	**uk*[6]**	
Diphthongs							
aai	ai	ei	eui		oi	ui	
aau	au			iu	ou		

1 – eung : like "earn" with a "g" at the end
2 – euk : like "**jerk**" but without the "r"
3 – ing : the "i" is similar to **in**k
4 – ik : the "i" is similar to p**ic**k
5 – ung : like "own" with a "g" at the end
6 – uk : the "u" is similar to **oa**k

The following site is not created by the MTC but may be helpful for reviewing:

http://www.chinese-lessons.com/cantonese/pingyam/chart/

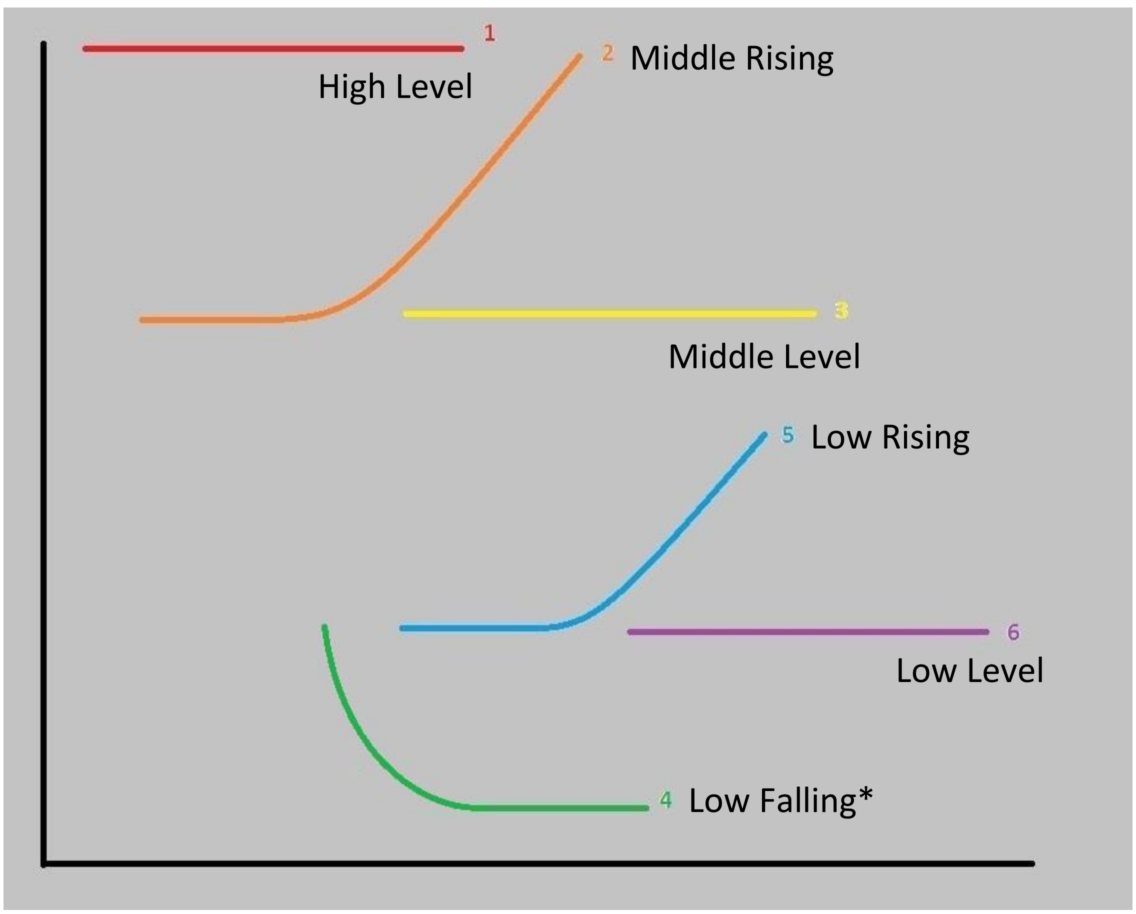
Tones:

There are six tones in Cantonese, marked either by numbers (1-6) or with marks placed over the vowel.

There are 4 marks to constitute all 6 tones. The flat or level tone mark (-), the rising tone mark (/), the falling tone mark (\) and the low tone mark (h). **Therefore, an "h" used after a vowel is silent, since its purpose is to indicate the tone.**

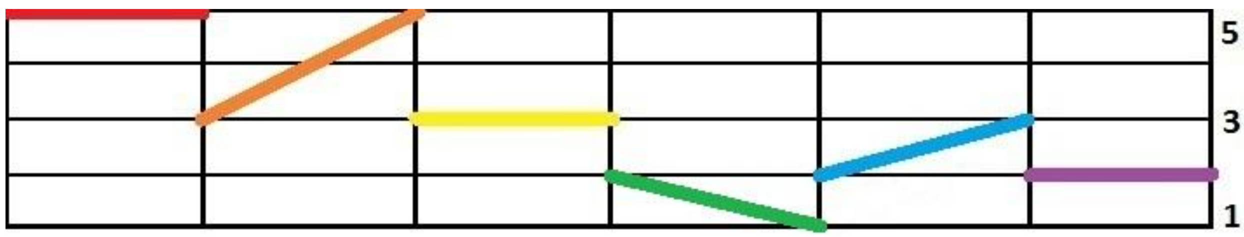
The following graph gives a general idea of how these tones sound:

Tone	1-High Level	2-Middle Rising	3-Middle Level	4-Low Falling	5-Low Rising	6-Low Level
Yale Symbol	tōne	tóne	tone	tòhne	tóhne	tohne
Example	fān 分	fán 粉	fan 訓	fàhn 焚	fáhn 憤	fahn 份



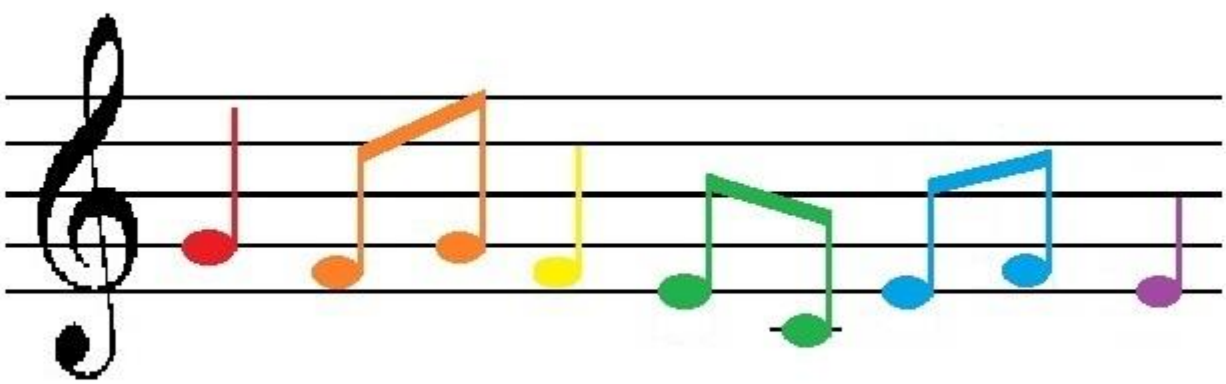
*Notice that the low falling tone has a little fall at the beginning, but for pratical purposes, it can be treated as just a low flat tone.

The following graph shows the flow of each tone on a relative scale, with 5 the highest and 1 as the lowest:



For a more accurate description of the tones, using musical notes may help.

Using a C Major Scale, the high tone is “so,” the middle tone is “fa,” the low tone is “mi,” and the low falling tone is similar to “do” as shown in the diagram. The middle rising and low rising tones start from the middle and low tones, rising as the sound progresses.



The following site is not created by the MTC but may be helpful for reviewing tones: http://input.foruto.com/ccc/sound/tinlaai5.mp3

Romanization & Pronunciation Exercise

Try saying the following combinations of initials and finals:

(Note that no tones are marked here)

ba	heu	gwong	kwai	seung	maau	(ng)ok	leut
go	paak	leng	(ng)o	jung	syut	jeung	kwaang
me	nei	tai	ying	guk	gwaai	pou	seui
ji	fan	kau	yeuk	neui	bei	deun	hang
daai	syu	wui	wik	(ng)oi	chiu	jyun	chaam

Fill in either the number of the tone, name of the tone, or complete the marking on the example to complete the following chart:

No. of Tone	Name of Tone	Example
1st tone		gang
	Middle tone	fa
	Low rising	(ng)o
6th tone		daai
		séui
2th tone		seung
		léuih
4th tone		san
		fàhn
	Low tone	din

Try to read the following sentences. First try to read without tones and read it slowly, then try to put in the tones and read faster:

The First Vision

Ngóh hon gin yāt douh gwōng chyúh,

jing joih ngóh tàuh seuhng,

béi taai yèuhng dīk gwōng wàahn leuhng,

wùhn wùhn gong hah lòih,

jihk dou lohk joih ngóh sān seuhng.

Gwōng tìhng joih ngóh sān seuhng sìh,

ngóh hon gin léuhng wái yàhn maht,

jaahm joih ngóh seuhng mihn dīk hūng jūng,

kèih gwōng fāi wòh wìhng yiuh mòuh faat yìhng yùhng.

Kèih jūng yāt wái deui ngóh syut wah,

giu jeuhk ngóh dīk mìhng jih,

jí jeuhk lihng yāt wái syut jé sih ngóh dīk ngoi jí , tīng tā syut.

Here are some sounds that always get confused. Try saying the pairs below:

b-p:	j-ch:	n-l:
ba – pa	jē – chē	néih – léih
baai – paai	jī – chī	nàih – làih
baak – paak	jā – chā	nèih – lèih
bēi – pēi	jo – cho	nohk – lohk
bōu – pōu	jōu – chōu	

ng-n-(none):

ngàh – nàh – àh

ngāu – nāu – āu

ngòh – nòh – òh

ngouh – nouh – X

ngoih – noih – X

aai-ai :

(t**i**me vs k**i**te)

chāai – chāi

gāai – gāi

faai – fai

hàaih – hàih

ngàaih – ngàih

aau-au:

(h**ow** vs h**ou**se)

chāau – chāu

gáau – gáu

háau – háu

kaau – kau

jaauh – jauh

o-ou:

(s**aw** vs s**ew**)

bō – bōu

dō – dōu

gō – gōu

hó – hóu

tòh – tòuh

ok-uk:

(r**oc**k vs r**oo**k)

bohk - buhk

hohk – huhk

lohk – luhk

mohk – muhk

ot-ut:

(h**o**t vs h**oo**t)

no pair comparison

try the following words:

1. hot, got

2. muht, wuht

eui-oi:

gēui – goī

cheui – choi

lèuih – loìh

sēui – soī

jeui – joi

Extra mile:

- Use the “Shadow Reading” part in different tasks to practice.
- Make a flash card for every alphabet letter, with one side having the symbol or sound written on it and the other side having a picture or something that will remind you of it.

3. Basic Grammar 1 – Parts of Speech

Nouns:

- Cantonese nouns are very similar to English nouns, except that sometimes a noun can be used as a verb or an adjective
- (e.g. *Jūk Fūk* – "blessing"/"to bless").
- The subject of a sentence is the person or thing that **performs the action of the verb** (e.g. **Jesus Christ** is our Savior).
- Objects are things that are involved in or affected by the subject's activity.
    - **Direct objects** are directly related to a verb; they **receive the action of the verb:**
      "God sent us a **prophet.**" "He gives me a **Book of Mormon.**"
    - **Indirect objects** are not directly related to the verb; **they receive another object**:
      "God sent **us** a prophet." "He gives **me** a Book of Mormon."

Pronouns:

- Cantonese pronouns are mostly the same as English pronouns.
- One difference is that Cantonese pronouns do not change due to gender, tense, or function (i.e. Cantonese uses one word for "he" and "she".)

Verbs:

- Verbs have the same function as in English, **but do not conjugate as in English** (for tenses or conjugation, please refer to Ch. 22-24 – Verb Conjugation).
- Helping Verbs & Resultative Verbs.
    - Verbs that are used to add meaning to the main verb in a sentence, such as "to want," "to need," etc.
    - Rules concerning these verbs are discussed in Ch. 20 & 21.

Specifier:

- Specifiers are adjectives that include "this," and "that," or those that express quantity.
- Specifiers will be discussed in Ch. 18 & 19.

Descriptor:

- Descriptors are mostly adjectives or adverbs.
- Words of other parts of speech can be used as descriptors as well. Rules for using them are discussed in Ch. 15.

Particles:

- Since Cantonese has tones, expressing emotion through intonation is not possible. Particles are used to express emotions and feelings in Cantonese.

4. Basic Grammar 2 – Sentence Structure

Basic Structure:

The most basic sentence structure is:

Subject + **Verb** + **Object**

Examples:

Subject	Verb	Object
(Ng)óh *I*	Tái *read*	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Jouh *do*	Kèih tóu *prayer*

This structure is valid for most simple sentences. For more complex sentences, other grammar principles will also apply.

Talking about time and place:

When time and place are included in the sentence, the structure becomes:

Subject + **Time** + **Place** + **Verb** + **Object**

Examples:

Subject	Time	Place	Verb	Object
(Ng)óh *I*	Gām yaht *today*	Hái (Ng)ūk kéi *at home*	Tái *read*	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Chàhm yaht *yesterday*	Hái Gaau wuí *at church*	Jouh *do*	Kèih tóu *prayer*

***Note**: "Time" and "Place" here only refer to **when and where the action (verb) is occurring**.

Sometimes, words that seem to describe time are not placed in the "Time" slot, but rather at the end of the sentence. Read the following examples:

Subject	Time	Place	Verb	
(Ng)óh *I*	Sahp nìhn chìhn *ten years ago*	Hái Nī douh *at here*	Jyuh *live*	*I lived here ten years ago*

("Ten years ago" is put into the "Time" slot since it explains ***when*** the verb happened)

Subject	Place	Verb	Object	
(Ng)óh *I*	Hái Nī douh *at here*	Jyuh jó *lived*	Sahp nìhn *ten years*	*I lived here for ten years*

("Ten years" is not put into the "Time" slot here since it describes ***for how long***, rather than telling ***when*** the action happened)

A location can be put into the "Object" slot in some situations, and the "Place" slot is not reserved for just a location. This will be discussed further in Ch. 9.

Sentences with a Direct Object and an Indirect Object:

Generally, such sentences follow the order: **Subject** + **Verb** + **Direct Object** + **Indirect Object**. However, this order is not firmly set and may be superseded by other rules.

Subject	Verb	Direct Object	Indirect Object
(Ng)óh *I*	Béi *give*	Mō yíh mùhn gīng *Book of Mormon*	Néih *you*

Basic Grammar Exercise

In the following sentences, identify the bolded text as a **Subject, Time, Place, Verb, Object, Descriptor, or Specifier**:

Example:

Last night, I did **homework** at the library. Answer: ___**Object**____

1. **Missionaries** are teaching a lesson. Answer:______________
2. Missionaries are **teaching** a lesson. Answer:______________
3. I am studying **at my friend's home**. Answer:______________
4. We went to Disneyland **last week**. Answer:______________
5. I have a black **cat**. Answer:______________
6. I have a **black** cat. Answer:______________
7. **This** dog is John's. Answer:______________
8. We went to **Disneyland** last week. Answer:______________
9. I will go to his place **from school**. Answer:______________
10. He gave me a **Book of Mormon**. Answer:______________

Arrange the following sentences in order following the **STPVO** rule:

Example: Last night, I did homework at the library. → I last night at the library did homework.

1. I did not eat lunch today.

   ____

2. I am studying at my friend's home.

   ____

3. He gives me a Book of Mormon.

   ____

4. I saw you at church last Sunday.

   ____

5. We will talk to people on this street tomorrow.

   ____

Using the table below, translate the following sentences:

1. I read the scriptures today at home.

____

2. Yesterday I ate dinner at an investigator's house.

____

3. We will teach the gospel on the streets tomorrow.

____

Subject	Time	Place	Verb	Object
(Ng)óh *I*	Gām yaht *today*	Hái Gaau wuí *at church*	Haih *is, am, are*	Gaau wuí sìhng yùhn *church member*
Néih *You*	Chàhm yaht *yesterday*	Hái Hohk hauh *at school*	Gaau *to teach*	Chyùhn gaau sih *missionary*
Kéuih *He/She*	Tīng yaht *tomorrow*	Hái Gāai *at street*	Sihk *to eat*	Mouh douh jé *investigator*
(Ng)óh deih *We*	Seuhng sīng kèih *last week*	Hái Ūk kéi *at home*	Duhk *to read*	Máahn chāan *dinner*
Néih deih *You (pl.)*	Hah sīng kèih *next week*	Hái Hēung góng *at Hong Kong*	Hohk *to study*	Gīng màhn *scripture*
Kéuih deih *They*			Góng *to speak*	Fūk yām *gospel*
Nī go *This*				Jūng màhn *Chinese*
				Gin jing *testimony*

Extra Mile:

- Try translating the sentences on pg. 17 into Chinese. Look up the words you don't know.
- Write a simple journal entry in English, but in Cantonese sentences structure.

5. Common Words – Question Words and Pronouns

Pronouns:

Cantonese has three categories of pronouns: 1st person, 2nd person, and 3rd person (similar to "I," "you," and "he/she" in English). Unlike English, there is no difference for a pronoun used as a subject or an object.

By adding the word *deih*, these pronouns are changed to their plural form.

	Singular		**Plural**	
First person	(Ng)óh *I (me)*	我	(Ng)óh deih *We (us)*	我哋
Second Person	Néih *You*	你	Néih deih *You [plural]*	你哋
Third Person	Kéuih *He/She* *(him/her)*	佢	Kéuih deih *They (them)*	佢哋

Notice that there is no gender difference for the 3rd person pronoun. Both male and female are the same.

Question Words:

In Cantonese, sentence order is not rearranged to form a question; rather, questions are simply formed by putting a "Question Word" in the right position.

Who	Bīn go	邊個
When	Géi sìh (more general)/ Géi dím (more specific)	幾時 / 幾點
Where	Bīn douh	邊度
What	Māt yéh	乜嘢
How many/much	Géi dō… (usually followed by a classifier)	幾多…
How (*in what manner*)	Dím Yéung	點樣
How… (*e.g. how fast*)	Géi… (followed by an adjective)	幾…
Why	Dím gáai	點解
Which	Bīn … (followed by a classifier)	邊…

The following table shows how these words can be inserted to create different questions without changing the sentence structure:

Subject	Time	Place	Verb	Specifier*	Descriptor	Object
Néih *You*	Tīng yaht *tomorrow*	Hái (Ng)ūk kéi *at home*	Tái *read*	Yāt bún *one*	Jūng màhn Ge *Chinese*	Mō yíh mùhn gīng *Book of Mormon*
Bīn go *Who?*	Tīng yaht *tomorrow*	Hái (Ng)ūk kéi *at home*	Tái *read*	Yāt bún *one*	Jūng màhn Ge *Chinese*	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Géi sìh *When?*	Hái (Ng)ūk kéi *at home*	Tái *read*	Yāt bún *one*	Jūng màhn Ge *Chinese*	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Tīng yaht *tomorrow*	Hái Bīn douh *at Where?*	Tái *read*	Yāt bún *one*	Jūng màhn Ge *Chinese*	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Tīng yaht *tomorrow*	Hái (Ng)ūk kéi *at home*	Jouh Māt yéh *do what?*			
Néih *You*	Tīng yaht *tomorrow*	Hái (Ng)ūk kéi *at home*	Tái *read*	Géi dō bún *How many?*	Jūng màhn Ge *Chinese*	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Tīng yaht *tomorrow*	Hái (Ng)ūk kéi *at home*	Tái *read*	Yāt bún *one*	Dím Yéung Ge *How?* (*what manner of*)	Mō yíh mùhn gīng *Book of Mormon*
Néih *You*	Tīng yaht *tomorrow*	Hái (Ng)ūk kéi at home	Tái *read*	Māt yéh *What?*		

*When asking a question related to the specifier, the question words *Bīn…* ("Which?") or *Géi dō…* ("How many?") are usually used. Rules concerning specifiers and descriptors are discussed in later chapters.

Answering Questions in Chinese:

When constructing the answer to a question, identify the pronoun and question word used in the question and substitute with the appropriate response words. An example is given below. Pronouns are highlighted in red while question words and their answers are in blue.

Néih Tīng yaht Heui Bīn douh? *Where are you going tomorrow?*	Kéuih Yáuh Géi dō go Jái néuih? *How many kids does he have?*
↓	↓
Ngóh Tīng yaht Heui Tòuh syū gún. *I am going to the library tomorrow.*	Kéuih Yáuh Luhk go Jái néuih. *He has six kids.*

In some instances, the pronoun is not changed, as in the second example.
This method should **mainly be used for practice**; most native speakers do not answer in full sentences.

Common Words – Question Words and Pronouns Exercise

Substitute each bolded word from the following sentences with its corresponding question word:

Example: **Last night**, I did homework at the library A: **Géi sìh (when)**

1. This is a **cat**. Answer:______________
2. This is a **black** cat. Answer:______________
3. I saw **you** at church last Sunday. Answer:______________
4. We will talk to **ten** people on this street tomorrow. Answer:______________
5. I am studying **at my friend's home**. Answer:______________
6. I saw you at a **big** chapel last Sunday. Answer:______________
7. I am studying at **my friend**'s home. Answer:______________
8. I did not eat lunch **today**. Answer:______________
9. I bought this in the mall **close to where I live**. Answer:______________
10. I am going to **Disneyland** tomorrow. Answer:______________

Please arrange the following questions in order following the **STPVO** rule:

Examples: Where did you go last night? → You last night where go

1. What were you reading at the library last night?

   ____

2. What are you going to do tomorrow?

   ____

3. Who were you talking to?

   ____

4. Where do you go to work?

   ____

5. Who made you cake last week?

   ____

6. How are you going to go to the chapel tomorrow?

   ____

For the following chart, finish either the question or answer with the words provided below:

(Hint: First underline the question word/answer and pronoun before trying to do the exercise).

Q	Néih Gām yaht Yiu Heui Bīn douh? *You today need go where?*	A	(Pàhng yáuh ge Ūk kéi) *friend's home*
Q	Néih Nī go Sīng kèih yaht Yiu Jouh Māt yéh? *You this Sunday need do what?*	A	(Duhk syū) *to study*
Q	*How many?*	A	Ngóh Sihk jó Baat go Pìhng gwo. *I ate eight apples.*
Q	Néih Géi sìh Yiu Fāan gūng? *You what time needs go to work?*	A	(Seuhng jau Sahp dím jūng) *10:00 a.m.*
Q	*Where?*	A	Ngóh deih Gaau wuí Hái Mahk dōng lòuh Gaak lèih. *Our church at McDonald's side.*
Q	*Who?*	A	Kéuih Haih Ngóh ge Pàhng yáuh *He is my friend.*
Q	Néih Gok dāk Gaau wuí Dím yéung? *You feel church how?*	A	(Hóu hóu) *very good*

After you finish the first part, get a partner and make additional question/answer patterns by using other question words.

Extra mile:

- Try having a conversation with questions and answers with your partner.
- Write some sentences following the "STPVO" rule, and then replace each element with corresponding question words for each sentence.

6. "To Be" Verb – *Haih* 係

The word ***haih*** represents the "to be" verb (i.e. *is, am, are, was* in English) and is one of the most basic and frequently used patterns in Cantonese.

Subject + *Haih* + Object

Examples:

Subject	"to be" verb	Object
(Ng)óh *I*	Haih *is, am, are, was…*	Chyùhn gaau sih *missionary*
Néih *You*		Gaau wuí sìhng yùhn *church member*

Notice that the word *haih* is placed between the subject and the object, following the S-V-O rule.

***Note**: *Haih* has an equalizing function (e.g. "I = missionary"), so it is only used between two nouns. It cannot be used with adjectives or verbs. Rules for those parts of speech are discussed later.

English speakers tend to overuse the words "is/am/are." However, it is often omitted in Chinese. Pay attention to how native speakers use *haih* in Cantonese.

Negative statements:

A negative statement can be formed by placing the word ***m̀h*** in front of *haih*.

Subject + *m̀h haih* + Object

Examples:

Subject	"not"	"to be" verb	Object
Néih deih *You (pl.)*	M̀h *not*	Haih *is, am, are, was…*	Chyùhn gaau sih *missionary*
Kéuih *He/She*			Jyú gaau *bishop*

M̀h can also be used in other negative statements when placed in front of the verb. Additional examples are presented in later chapters.

Subject +	"to be" verb +	Object
(Ng)óh *I*		Chyùhn gaau sih *missionary*
Néih *You*		Gaau wuí sìhng yùhn *church member*
Kéuih *He/She*	**Haih** ***is, am, are, was…***	Bīn go *who?*
(Ng)óh deih *We*		Māt yéh *what?*
Néih deih *You (pl.)*		Méih gwok yàhn *American*
Kéuih deih *They*		Hēung góng yàhn *Hong Kong people*
Nī go *This*	**M̀h haih** ***not… is/am/are/was…***	(Ng)óh ge Sīn sāang *my husband*
		(Ng)óh ge Taai taái *my wife*

With adjectives:

Haih can be used with an adjective by adding *ge* after the adjective.

Subject + *haih* + adjective + *ge*

Examples:

Subject	"to be" verb	adjective	
Mō yíh mùhn gīng *Book of Mormon*	Haih *is, am, are, was…*	Jān saht *true*	Ge
Yèh sōu gēi dūk *Jesus Christ*		Wuht jeuhk *alive*	

The above sentences can be considered as having a hidden object after the work "ge", like "Book of Mormon is a true *thing*"; but by dropping it, they became Subject-Adjective statements.

***Note**: The above sentence structure is usually used for a statement that is always true and which is not relative (e.g. "He is happy" cannot be used because it is not always true. "I am tall" is incorrect because "tall" denotes a comparison with others).

“To Be” Verb – *Haih* Exercise

Determine if the word *haih* is needed or not in the following cases:

1. (Ng)óh ______ Méih gwok yàhn
   I American

2. Nī go _______ (Ng)óh ge Pàhng yáuh
   This my friend

3. Kéuih _______ Hóu Chūng mìhng
   He very smart

4. Néih _______ Duhk Gīng màhn
   You read scripture

5. Néih deih _______ Bīn go?
   You who?

6. Yeuk sāt sī maht _______ Sīn jī
   Joseph Smith prophet

7. Fūk yām _______ Jān saht ge
   Gospel true

8. Fūk yām _______ Juhng yiu
   Gospel important

Some of the following sentences have mistakes. If so, mark where the mistake is. If not, just write “correct:"

1) Kéuih Góng ge Yéh Haih Yáuh lihk.
   He said things is convincing. (What he said is convincing.)

2) Chàhn gā tìhng Jyuh ge Daaih hah Haih Luhk sīk.
   Chen family live building is green. (The building that Chen family lives in is green.)

3) Mō yíh mùhn gīng Haih Jān saht ge.
   The Book of Mormon is true.

4) Kéuih Haih Hoī sām.
   He is happy.

5) Chàhm yaht Haih Ngoh Pàhng yáuh ge Sāang yaht.
   Yesterday is my friend’s birthday.

6) Ngóh deih Haih Yèh sōu gēi dūk ge Chyùhn gaau sih.
   We are Jesus Christ’s missionaries.

7) Tīn fuh Haih Ngoi Néih.
   Heavenly Father is love you.

8) Ngóh Jī dou Kéuih Haih Gōu.
   I know he is tall.

In the following space, write a few sentences about yourself and your companion with the word *haih*:

Extra Mile:

Pick up your stack of flash cards of whatever you've been working on recently. After shuffling them, draw them one at a time and try to make a sentence that uses *haih* with each one.

7. Yes/No Questions

There are many ways to ask a yes/no question. We will focus on only two of them. The first is to actually change the verb.

Verb + ***m̀h*** + **Verb**

Examples:

Néih **Haih** Chyùhn gaau sih *You **are** missionary*	Néih deih **Sihk** Faahn *You **eat** meal*
↓	↓
Néih **Haih m̀h haih** Chyùhn gaau sih? *You **are/not are** missionary?* (*Are you a missionary?*)	Néih deih **Sihk m̀h sihk** Faahn? *You **eat/not eat** meal ?* (*Do you eat meal?*)

This principle is valid for almost all verbs and adjectives. Exceptions like *yáuh* ("to have, to possess") will be discussed in later chapters.

Also, for verbs and adjectives with more than one character (syllable), only the first one needs to be repeated.

			Correct	**Incorrect**	
Examples:	Jūng yi	→	Jūng m̀h jūng yi	Jūng yi m̀h jūng yi	(*like*)
	Hoī sām	→	Hoī m̀h hoī sām	Hoī sām m̀h hoī sām	(*happy*)

You can just repeat the verb or adjective as answer for "yes." To say "no," place the word m̀h in front of the word.

Examples:	Jūng yi	→	Jūng yi (*like*)	M̀h Jūng yi (*do not like*)
	Hoī sām	→	Hoī sām (*happy*)	M̀h Hoī sām (*not happy*)

Another method is using a particle, such as "a," which is similar to raising the tone at the end of a sentence in English.

Examples:

Subject	**Verb**	**Object**	**Particle**
Néih *You*	Haih *are*	Chyùhn gaau sih *missionary*	
		↓	
Néih *You*	Haih *are*	Chyùhn gaau sih *missionary?*	a?

However, since particles imply certain feelings, using particles might change the tone of the sentence.

Yes/No Questions Exercise

Change the following words into their Yes/No forms:

Hái *to be at*	→		Gōu *tall*	→		Yàuh séui *to swim*	→	
Tái *to read*	→		Leng *pretty*	→		Jouh Kèih tóu *to pray*	→	
Jouh *to do*	→		Mòhng *busy*	→		Sìhng saht *honest*	→	
Góng *to speak*	→		Jī dou *to know*	→		Sān fú *toilsome*	→	
Wuíh *will*	→		Sēung seun *to believe*	→		Hahng fūk *happy, blessed*	→	
Hóu *well*	→		Cheung gō *to sing*	→		Chūng mìhng *smart*	→	

Make the following sentences into Yes/No questions using both methods:

Example: You are missionary. → Néih Haih Chyùhn gaau sih & Néih Haih Chyùhn gaau sih a?

1. I am American.
2. You read scripture.
3. He is happy (blessed).
4. We believe God.
5. You are church members.
6. This is her husband.
7. They are smart.

Extra Mile:

Translate the following questions into their Yes/No forms:

1. Néih Gin dóu Ngóh buń Syū ma?
2. Néih Jaahp gwaan Hēung góng ma?
3. Néih Hó yíh Bōng Ngóh Yíng séung ma?

Complete the first activity with your companion on pg. 194 of *Preach My Gospel* ("Companion Study" in Ch. 10) with Chinese Yes/No questions.

8. "At" Verb – *Hái* 喺

When stating location, instead of saying "I am at…" (like you would in English), Cantonese combines the verb "to be"and the preposition "at" to form a new word, *hái*, which indicates the position of a person.

Subject + *hái* + Place

Examples:

Subject	"at"	Place
(Ng)óh *I*	Hái *at*	Hohk haauh *school*
Néih *You*		Gaau wuí *church*

The word *hái* acts similar to a verb when there is not another object present and follows the S-V-O rule.

***Note**: *haih* (from Ch. 6) and *hái* are very similar. The only difference is their tones. Careful listening and context will help you hear and understand the difference.

Negative Statements:

The negative form "not at" can be formed by using the word *m̀h*.

Subject + *m̀h hái* + Object

Examples:

Subject	"not"	"at"	Place
(Ng)óh deih *We*	M̀h *not*	Hái *at*	Yī yún *hospital*
Kéuih *He/She*			Tòuh syū gún *library*

Asking Questions:

When asking a Yes/No question (e.g. "Are you at…?"), it is similar to the principle in the last chapter in which you use either the Yes/No form or simply add a particle.

Examples:

Néih *You*	Hái m̀h hái *at/not at*	Gaau wuí *church*	? *?*	**OR**	Néih *You*	Hái *at*	Gaau wuí *church*	ma? *?*

One of the question words closely related to location is *bīn douh* ("where"), which is often used with *hái*.

Examples: "Where are you?" or "Where is the school?"

Subject	**"at"**	**Where?**
Néih *You* Hohk haauh *school*	Hái *at*	Bīn douh ? *where ?*

Subject	**+**	**"at"**	**+**	**Place**
(Ng)óh *I*		**Hái** ***at***		Tòuh syū gún *library*
Néih *You*				Hohk haauh *school*
Kéuih *He/She*		**M̀h hái** ***not at***		Gaau wuí *church*
Chyùhn gaau sih *Missionary*				(Ng)ūk kéi *home*
Jyú gaau *Bishop*		**Hái m̀h hái** ***at/not at***		Hēung góng *Hong Kong*
Lóuh sī *Teacher*				Méih gwok *America*

"At" Verb – *Hái* Exercise

Determine if the following sentences should use *haih*, *hái,* or neither:

1. (Ng)óh ______ Yī yún
   I hospital

2. Néih ______ Yī sāng
   You doctor

3. Kéuih ______ Heui Hohk haauh
   He go school

4. Nī go ______ Tòuh syū gún
   This library

5. Néih deih ______ Tòuh syū gún
   You library

6. (Ng)óh Sīng kèih yaht ______ Fāan Gaau wuí
   I Sunday go church

With the help of the word list, try to locate the following people:

1. Tom is sending a letter. Where is Tom?
2. Nancy is having a meal. Where is Nancy?
3. Bob is finishing a budget. Where is Bob?
4. Ken is waiting for a bus. Where is Ken?

Places to go:

Baahn gūng sāt – "office"

Yàuh guhk – "post office"

Chāan tēng – "restaurant"

Ba sih jaahm – "bus stop"

With the help of the word list, try to add the location in the following sentence:

1. Mom is cooking.
2. Big brother Josh is sleeping.
3. Dad was watching TV last night.
4. Little sister Liz is brushing teeth

Bàh bā *Father*	Chi só *Bathroom*	Fan gaau *To sleep*	Chàhm máahn *Last night*
Màh mā *Mother*	Haak tēng *Living room*	Chaat (ng)àh *Brush teeth*	
Gòh gō *Older brother*	Seuih fóng *Bedroom*	Jyú faahn *To cook*	
Muìh muí *Younger sister*	Chèuih fóng *Kitchen*	Tái dihn sih *To watch TV*	

9. Prepositions

The prepositions in Cantonese act a little differently from those in English because they are used as an object.
Here is a list of some of the most common prepositions:

above	Seuhng mihn	上面
below	Haah mihn	下面
front	Chìhn mihn	前面
behind	Hauh mihn	後面
outside	Chēut mihn	出面
inside	Léuih mihn	裏面

left	Jó mihn	左面
right	Yauh mihn	右面
across	Deui mihn	對面
in between	Jūng gāan	中間
next to	Gaak lèih	隔離

These prepositions are used to show the relative position of one object to another. The rule is as follows:

Object (as reference) + *ge* + Prepostion

Examples:

Object	"possessive"	Preposition	Meaning
(Ng)óh *I*		Chìhn mihn *front*	(*in front of me/my front*)
	ge		
Sàhn *God*		Yauh mihn *right*	(*right side of God/God's right*)

The word *ge* indicates that the word after belongs to the word before. More explanation can be found in Ch. 13.

To indicate the position of an object, we use the word *hái*:

Subject + *hái* + Object + *ge* + Preposition

Examples:

Subject	"at"	Object	Preposition	
Néih *You*	hái	(Ng)óh ge *my*	Chìhn mihn *front*	*(You are in front of me.)*
Yèh sōu gēi dūk *Jesus Christ*	*at*	Sàhn ge *God's*	Yauh mihn *right*	*(Jesus Christ is on the right side of God.)*

Subject	+	"at"	+	Object	+	"ge"	+	Preposition
(Ng)óh *I*				Néih *You*				Seuhng mihn *above*
Néih *You*				Kéuih *He/She*				Haah mihn *below*
Kéuih *He/She*				(Ng)óh *I*				Chēut mihn *outside*
Māau *Cat*		Hái *at*		Toí *table*		ge		Léuih mihn *inside*
Gáu *Dog*				Gaau wuí *Church*				Deui mihn *across*
Sái sáu gāan *Bathroom*				(Ng)ūk *house*				Jūng gāan *in between*
(Ng)ūk kéi *Home*				Bāa sí jaahm *Bus stop*				Gaak lèih *next to*

Rules concerning places in STPVO (Subject – Time – Place- Verb – Object):

When a location is the destination of an action, that location is treated as an indirect object instead (e.g. verbs like "walk to," "go into," or "placed onto," where the destination is treated as object).

Examples:

"On the table" is an object since it is the destination of the vase that is being placed:.

Subject	Verb	Object	Object (Indirect)		
Kéuih *He*	Báai *place*	Fā jēun *vase*	Hái *at*	Toí *table*	Seuhng mihn *on*

"On the table" here is labeled as a place since it is not a destination:

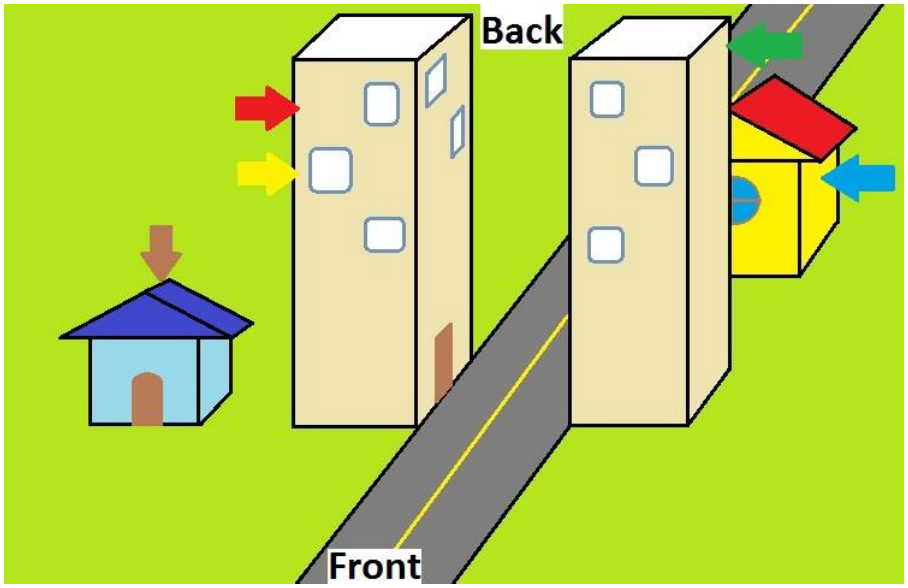
Subject	Place			Verb	Object
Ngóh *I*	Hái *at*	Toí *table*	Seuhng mihn *on*	Ló jáu *take away*	Fā jēun *vase*

A prepositional phrase can also take a "Place" slot.
Examples:

"From the gold plates" is placed in the "Place" slot even though it is not an location:

Subject	Place		Verb	Object
Yeuk sāt sī maht *Joseph Smith*	Yàuh *from*	Gām yihp pín *gold plates*	Fāan yihk *translate*	Mō yíh mùhn gīng *Book of Mormon*

Prepositions Exercise



The above picture is describing a little town with Miss Red, Mr. Yellow, Mr. Green, Mrs. Blue and Professor Brown.

Answer the following questions with the help of the picture and the word list:

1. Where is Miss Red in reference to Mr. Yellow?
2. Where is Mrs. Blue in reference to Mr. Green?
3. Where is the road in reference to the apartments?
4. Where is Professor Brown in reference to Miss Red?
5. Where is Miss Red in reference to Mr. Green?

Miss Red	*Hùhng síu jé*
Mr. Yellow	*Wòhng sīn sāang*
Mr. Green	*Luhk sīn sāang*
Mrs. Blue	*Laahm taai táai*
Professor Brown	*Jūng gaau sauh*
Road	*Máh louh*
Apartment complex	*Daaih hah*
house	*Ūk*

Once you are done, try the following exercises:

- Switch the subject and the reference of the above questions.
- Use the word *jyuh* (to live; to reside) to modify the sentences you made (except No. 3).

10. Expressing Time and Date

Numbers:

1	yāt	6	luhk	0	lìhng
2*	yih/léuhng	7	chāt		
3	sāam	8	baat		
4	sei	9	gáu		
5	ńgh	10	sahp		

For bigger numbers, instead of saying "twenty-three," say "two tens and three."

Example: 11 → 10 + 1 = *sahp + yāt* → *sahp yāt*

23 → 2 × 10 + 3 = *yih + sahp + sāam* → *yih sahp sāam*

57 → 5 × 10 + 7 = *ńgh + sahp + chāt* → *ńgh sahp chāt*

Larger values will be shown in later chapter.

*Notice that there are two words, *yih* and *léuhng*, for "two." *Yih* is used for normal counting or ordinal numbers, while *léuhng* is generally used when talking about quantity.

Time:

The words *dím* and *fān* are often used to express hours and minutes when expressing time in Cantonese. Remember that Cantonese always progresses from bigger units to smaller ones.

Period of time in the day + Hour + Minute

<table>
<tr><th>Time period</th><th colspan="2">Hour</th><th>Minute</th></tr>
<tr><td>Seuhng jau
morning</td><td>yāt
1</td><td rowspan="7">dím</td><td>Jūng
o'clock</td></tr>
<tr><td>Jūng ńgh
noon</td><td>léuhng*
2</td><td>Bun
half</td></tr>
<tr><td>Haah jau
afternoon</td><td>sāam
3</td><td>Lìhng yāt fān
:01</td></tr>
<tr><td>Yeh máahn
night</td><td>chāt
7</td><td>Lìhng yih fān
:02</td></tr>
<tr><td>Bun yeh
around midnight</td><td>gáu
9</td><td>Ńgh sahp gáu fān
:59</td></tr>
<tr><td>Lihng sàhn
very early morning</td><td>sahp
10</td><td>yih
:10 (letter 2)</td></tr>
<tr><td></td><td>sahp yih
12</td><td>sahp
:50 (letter 10)</td></tr>
</table>

*This is the only place you will use *léuhng* when expressing time.

Date:

Similar to telling time, we use numbers and different units for dates, including *nìhn* (“year”), *yuht* (“month”) and *houh* (“date”).

For the year, instead of saying “two thousand twelve” or “eighteen twenty,” Cantonese just vocalizes every number: “two zero one two” and “one eight two zero.”

Examples: 2012 → Yih lìhng yāt yih **nìhn** 1820 → Yāt baat yih lìhng **nìhn**

Year	Month	Date
Yāt baat yih lìhng **nìhn** *1820*	Yāt **yuht** *January*	Yih **houh** *second*
Yāt baat sāam lìhng **nìhn** *1830*	Yih **yuht** *February*	Luhk **houh** *sixth*
Yih lìhng yāt yih **nìhn** *2012*	Sei **yuht** *April*	Sahp yih **houh** *twelfth*
	Sahp **yuht** *October*	Yih sahp yāt **houh** *twenty-first*
	Sahp yāt **yuht** *November*	

Days of the week are similar. Use the word *sīng kèih* + numbers except for Sunday.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sīng kèih yāt	Sīng kèih yih	Sīng kèih sāam	Sīng kèih sei	Sīng kèih ńgh	Sīng kèih luhk	Sīng kèih yaht

Similar to expressing time, always go from the biggest unit to the smallest.

Year + Month + Date + Day of the week + Period of the day + Hour + Minute

Examples:

Yāt baat sāam lìhng nìhn	Sei Yuht	Luhk houh	Sīng kèih yaht	Seuhng jau	Gáu dím jūng
1830	*April*	*6th*	*Sunday*	*morning*	*9:00*

Expressing Time and Date Exercise

Report the following times:

1


2


3


4


5


6


For questions 1-3, try to also report the possible period of the day with the time.

Report the following dates:

1. 2012-06-22
2. 3rd October, 1918
3. 09-30-1978
4. December 23, 1805
5. Your birth date
6. Your companion's birth date

11. “When,” “Before,” “After”

When:

In Cantonese, the phrase *…ge sìh hauh* is used to talk about when something happens, usually a condition.

Examples:

Yeuk sāt sī maht Kèih tóu **ge Sìh hauh**…
*Joseph Smith prays **When*** (*When Joseph Smith prays…*)

Néih Duhk Gīng màhn **ge Sìh hauh**…
*You read scripture **When*** (*When you read the scripture…*)

When saying “When (*an event*)…” the clause follows the STPVO sentence structure.

Subject + Time + Place + Verb + Object + *ge Sìh hauh…*

Examples:

S V O
Néih Duhk Gīng màhn **ge Sìh hauh**…
*You read scripture **When*** (*When you read the scripture…*)

S P
Yeuk sāt sī maht Hái Gāam Yuhk **ge Sìh hauh**…
*Joseph Smith at jail **When*** (*When Joseph Smith was in the jail…*)

“Before” and “After”:

For “before” and “after,” we use the words *Jī chìhn* and *Jī hauh* and the grammar is similar to “When.”

Examples:

Yeuk sāt sī maht Kèih tóu **Jī chìhn** …
*Joseph Smith prays **before*** (*Before Joseph Smith prays…*)

Néih Duhk Gīng màhn **Jī hauh** …
*You read scripture **after*** (*After you read the scripture…*)

Subject	+	Verb	+	Object	+	Time word
(Ng)óh *I*		Jouh *do*		Kèih tóu *prayer*		ge Sìh hauh… *When*
Néih *You*		Duhk *read*		Gīng màhn *scripture*		Jī chìhn… *Before*
Chyùhn gaau sih *Missionary*		Sihk *eat*		Faahn *meal*		Jī hauh… *After*
Sīn jī *Prophet*		Fān héung *share*		Gin jing *testimony*		

The above clauses can be used as the "Time" element in the STPVO structure.

Subject + "*Hái*" + (Subject + Verb + Object + *ge Sìh hauh*) + Place + Verb + Object

Time clause

Examples:	Sàhn	**Hái**	**Yeuk sāt sī maht**	**Kèih tóu**	**ge Sìh hauh**	Chēut yihn		
	God	*at*	*Joseph Smith*	*pray*	*when*	*appear*		
	(Ng)óh deih	**Hái**	**Yeuk sāt sī maht**	**Fuhk hīng**	**Gaau Wuí**	**Jī hauh**	Dāk dou	Jān Léih
	We	*at*	*Joseph Smith*	*restore*	*church*	*after*	*obtain*	*truth*

Notice the word *Hái* is used with *ge Sìh hauh* to bracket the time clause.

Another structure takes the time element out and places it in the front.

(Subject + Verb + Object + *ge Sìh hauh*), Subject + Verb + Object

Time clause

Examples:	**Yeuk sāt sī maht**	**Kèih tóu**	**ge Sìh hauh**,	Sàhn	Chēut yihn		
	Joseph Smith	*pray*	*when*	*God*	*appear*		
	Yeuk sāt sī maht	**Fuhk hīng**	**Gaau Wuí**	**Jī hauh**,	(Ng)óh deih	Dāk dou	Jān Léih
	Joseph Smith	*restore*	*church*	*after*	*we*	*obtain*	*truth*

Notice that a comma separates the two clauses in this construction.

"When," "Before," "After" Exercise

Translate the following clauses:

1. When Joseph Smith saw God,
2. When I read the scripture,
3. After the prophet shares testimony,
4. After our ancestors die,
5. Before we born,
6. Before Joseph Smith,

sawsee	*Gin dóu*
die	*Séi*
born	*Chēut sai*
ancestor	*Jóu sīn*

Here are just a few words to help. Other necessary words can be found elsewhere in this guide.

Match the above clauses with these sentences and rewrite them by putting the correct clauses in both constructions:

1. (Ng)óh Gám sauh dóu Sing lìhng
   I feel spirit

2. (Ng)óh deih Heui Sing dihn Jāp Hàhng Gaau yìh
   We go temple perform ordinance

3. Yèh sōu gēi dūk Sìhng wàih Gau jyú
   Jesus Christ become Savior

4. Jān saht ge Gaau wuí M̀h hái Sai seuhng
   True church not at world

5. Wuih jung Cheung "Gám jeh sàhn chi (ng)óh mùhn sīn jī"
   Congregation sing "We thank thee, O God, for a prophet"

6. Kéuih Mahn Sàhn Bín go Gaau wuí Haih Jān saht ge
   He asks God which church is true

12. "Have" – *Yáuh* 有

One of the most common verbs in every language is the word "to have/possess." In Cantonese, the word is *yáuh*; it closely follows the STPVO structure.

Subject + *yáuh* + Object

Examples:

(Ng)óh	**Yáuh**	Gīng màhn
I	***have***	*scripture*

Néih	**Yáuh**	Chē
You	***have***	*car*

Negative Statements:

Instead of adding the word *m̀h* to make the negative form, the word *móuh* (which means "to not have") is used in place of the word *yáuh*.

Subject + *móuh* + Object

Examples:

(Ng)óh	**Móuh**	Gīng màhn
I	***not have***	*scripture*

Néih	**Móuh**	Chē
You	***not have***	*car*

Yes/No Questions:

Since the negative form of "to have" is not formed by adding the word *m̀h*, we cannot create the Yes/No form in the same way as other words.

However, the principle is similar: we simply put the two words together.

Examples:

Néih	**Yáuh móuh**	Gīng màhn	?	
You	***have / not have***	*scripture*	*?*	(*Do you have scripture?*)

Kéuih	**Yáuh móuh**	Chē	?	
He/She	***have / not have***	*car*	*?*	(*Does he/she have a car?*)

Subject	+	"to have"	+	Object
(Ng)óh *I*		**Yáuh** ***to have***		Gīng màhn *scripture*
Néih *You*				Fo chìhng *lesson*
Kéuih *He/She*		**Móuh** ***not have***		Chē *car*
(Ng)óh deih *We*				Dihn Wah *phone*
Néih deih *You (pl.)*		**Yáuh móuh** ***have/not have***		Jih dín *dictionary*
Kéuih deih *They*				Wuh jiu *passport*

Extra:

Yáuh and *Móuh* can also be used with verbs as helping verbs to emphasize that one has taken (or *not* taken) that action. They are used together to form related questions.

Subject + *yáuh* / *móuh* + verb + object

Examples:	(Ng)óh **Yáuh** Kèih tóu *I pray*	*(I* **did** *pray)*
	Néih **Móuh** Duhk Gīng màhn *You read scripture*	*(You* **did not** *read the scripture)*
	Kéuih **Yáuh móuh** Fāan Gaau Wuí ? *He /She go to church ?*	*(***Did** *he/she go to church?)*

“Have” – *Yáuh* Exercise

Translate the following sentences:

1. I have car.
2. Do you have the lesson?
3. He does not have phone.
4. Do you have your passport?
5. They do not have dictionary
6. We have scripture.

In the following lines, try to write some sentences to describe what you have in your kitchen and/or living room:

____

____

____

____

____

____

____

13. Possessive and Descriptive 1 – *ge* 嘅

In Cantonese, the word *ge* can be used after a noun to indicate possession, which acts like the **-'s** in English.

Examples: (Ng)óh deih → (Ng)óh deih **ge**
We *our (we's)*

Néih deih → Néih deih **ge**
You (pl.) *your (you's)*

Ge can also be used after *bīn go* ("who") to become "whose": *bīn go ge*.

A possessive phrase formed with *ge* is a descriptor, so it is placed before a noun.

Examples: (Ng)óh ge Gīng màhn
My *scripture*

Sàhn ge Gai Waahk
God's *plan*

Subject	+	Verb	+	Noun	+	"ge"	+	Object
(Ng)óh *I*		Haih *is, am, are*		Sàhn *God*				Hàai jí *children*
Néih *You*		M̀h haih *is not*		(Ng)óh *I*				Lóuh sī *teacher*
Kéuih *He*		Haih m̀h haih *is / not is*		Néih *you (your)*		ge		Gòh gō *older brother*
Gáu jái *Puppy*		Sihk jó *ate*		Kéuih *he (his)*				Sāam màhn jih *sandwich*
Síu tāu *Thief*		Ló jó *took*		(Ng)óh deih *us (our)*				Ngàhn bāau *wallet*

A lot of the time, Cantonese speakers also use the structure discussed at the end of Ch. 6:

Examples: Nī go Dihn Wah Haih (Ng)óh ge Dihn Wah
This *phone* *is* *my* *phone*
↓
Nī go Dihn Wah Haih (Ng)óh ge
This *phone* *is* *mine*

14. Intensifier – *Hóu* 好

Ch. 6 mentioned that the "to be" verb, *haih*, is not used with adjectives. In Cantonese, an intensifier, such as "very" or "quite," is often used in place of the "to be" verb. One of these is *hóu*.

Subject + Intensifier + Adjective

Examples:	Néih	**hóu**	gōu	
	You	***very***	*tall*	(*You are tall*)
	Kéuih	**hóu**	leng	
	She	***very***	*beautiful*	*(She is beautiful)*

Although *hóu* can mean "very," in the above cases it acts more like a "to be" verb instead.

Negative Statements:

To form a negative statement, the word *m̀h* can be used like an intensifier.

Examples:	Kéuih	**m̀h**	leng	
	She	***not***	*beautiful*	(*She is not beautiful*)

However, since the above construction is often considered rude, Cantonese speaker usually place the word *m̀h haih* before an intensifier.

Examples:	Néih	**m̀h haih**	hóu	gōu	
	You	***not are***	*very*	*tall*	(*You are not very tall*)
	Kéuih	**m̀h haih**	hóu	leng	
	She	***not is***	*very*	*beautiful*	(*She is not very beautiful*)

Subject	+	Intensifier	+	Adjective
(Ng)óh *I*				Hóu *well*
Néih *You*		Hóu *very*		Gōu *tall*
Kéuih *He/She*				Leng *beautiful*
(Ng)óh deih *We*				Mòhng *busy*
Néih deih *You*		M̀h haih hóu *not very*		Chūng mìhng *smart*
Kéuih deih *They*				Hōi sām *happy*

Yes/No questions:

The intensifier is omitted when forming yes/no questions, as shown in Ch.7.

Examples: Kéuih gōu m̀h gōu
He *tall or not tall* (*Is he tall or not?*)

Kéuih leng m̀h leng
She *beautiful or not* (*Is she beautiful or not?*)

Other intensifiers:

Hóu	very (*or general use for an adjective*)	好
Géi	quite	幾
Fēi sèuhng jī	very	非常之
Taai	too	太
Dahk biht	exceptionally	特別
dī	more (also used as –er, but is placed behind the descriptor)	啲
jeui	most (also used as –est)	最

The uses of these words are all basically the same.

Describing Actions:

When describing actions, the Intensifier and Adjective are placed behind the object.

Subject + Verb + Object + Intensifier + Descriptor

Examples :

Subject	Verb	Object	Intensifier	Descriptor
Néih *You*	Sihk *eat*	Faahn *meal*	Hóu *very*	Faai *fast*
(Ng)óh *I*	Tái *read*	Syū *book*	Géi *quite*	Maahn *slow*

However, when the sentence is more complicated (like when an indirect object is involved), the verb is often repeated with *dāk* at the end to clarify.

Main sentence + Verb + *dāk* + Intensifier + Adjective

Examples :

Main sentence			Verb	"resulting"	Intensifier	Adjective
Néih *You*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	Hóu *very*	Faai *fast*
(Ng)óh *I*	Tái *read*	Syū *book*	Tái *read*		Géi *quite*	Maahn *slow*

Negative Statements:

When making a negative statement, the word *m̀h* can be used as an intensifier like before.
(Examples below have the verb repeated, but it is not necessary)

Examples:

Main sentence			Verb	"resulting"	Intensifier	Descriptor
Néih *You*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	m̀h *not*	Faai *fast*
(Ng)óh *I*	Tái *read*	Syū *book*	Tái *read*			Maahn *slow*

However, sometimes using the word *m̀h* direcetly can be considered rude. Therefore, the word *m̀h haih* can be used again like before.

Examples :

Main sentence			Verb	"resulting"		Intensifier	Descriptor
Néih *You*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	m̀h haih *not*	Hóu *very*	Faai *fast*
(Ng)óh *I*	Tái *read*	Syū *book*	Tái *read*			Géi *quite*	Maahn *slow*

<table>
<tr><th colspan="2">Main sentence</th><th>Verb</th><th>dāk</th><th></th><th>Intensifier</th><th>Descriptor</th></tr>
<tr><td>(Ng)óh
I</td><td>Sihk Faahn
eat meal</td><td>Sihk
eat</td><td rowspan="6">dāk</td><td rowspan="3"></td><td rowspan="2">Hóu
very</td><td>Faai
fast</td></tr>
<tr><td>Chyùhn gaau sih
Missionaries</td><td>Hohk Jūng mán
study Chinese</td><td>Hohk
study</td><td>Hóu
well</td></tr>
<tr><td>Néih
You</td><td>Tái Syū
read book</td><td>Tái
read</td><td rowspan="2">Géi
quite</td><td>Dō
much (quantity)</td></tr>
<tr><td>Kéuih
He/She</td><td>Jyú Faahn
cook meal</td><td>Jyú
cook</td><td rowspan="3">M̀h haih
not is</td><td>Hóu sihk
delicious</td></tr>
<tr><td>(Ng)óh deih
We</td><td>Gaau Fo Chìhng
teach lesson</td><td>Gaau
teach</td><td rowspan="2">Taai
too</td><td>Hóu
good</td></tr>
<tr><td>Néih deih
You</td><td>Yàuh séui
swim</td><td>Yàuh
swim</td><td>Maahn
slow</td></tr>
</table>

Asking Questions:

This sentence structure has already been mentioned in Ch. 7. No intensifier is needed.

Examples:

<table>
<tr><th colspan="3">Main sentence</th><th>Verb</th><th>“resulting”</th><th></th></tr>
<tr><td>Néih
You</td><td>Sihk
eat</td><td>Faahn
meal</td><td>Sihk
eat</td><td rowspan="2">dāk</td><td>Faai m̀h faai
fast / not fast</td></tr>
<tr><td>(Ng)óh
I</td><td>Tái
read</td><td>Syū
book</td><td>Tái
read</td><td>Maahn m̀h maahn
slow / not slow</td></tr>
</table>

Intensifier – Hóu Exercise

Determine if the following sentences should use *haih*, *hái*, an intensifier (e.g. *hóu*), or nothing at all:

1. (Ng)óh ______ Tìhng chē chèuhng
   I *car park*

2. Néih ______ Leng
   You *beautiful*

3. (Ng)oh deih ______ Chyùhn gaau sih
   We *missionary*

4. Sing gīng ______ Jān saht ge
   The bible *true*

5. Sing gīng ______ Gaau douh (Ng)óh deih Jān Léih
   The bible *teaches* *us* *truth*

6. Sing gīng ______ Háuh
   The bible *thick*

7. Nī sáu Gō ______ Hóu tēng
   This *song* *good to listen*

8. Kéuih ______ Hóu Hóu ge Chyùhn gaau sih
   He *very good* *missionary*

Think of at least 5 attributes that you or your companion have, and then use the space below to make some sentences to describe yourself and him/her:

____

____

____

____

____

____

____

____

____

Rewrite the following sentences with the given descriptor to describe the action:

(Ng)óh Yàuh séui *I swim (water)*	*Maahn* ("slow")
Néih Góng Dihn wah *You talk telephone*	*Chòuh* ("noisy")
Kéuih Séuhng Tòhng *She goes to class*	*Jyūn sām* ("attentive")
Lóuh sī Gaau Syū *Teacher teach book*	*Chīng chó* ("clear")
(Ng)óh deih Dá bō *We play ballgame*	*Guih* ("tired")

Next, mark with a "↓" sign where the word *m̀h haih* would be placed.

Then, rewrite the sentences as Yes/No questions.

15. Possessive and Descriptive -2 – *ge* 嘅

Ch. 13 discussed the word *ge* and its function as an expression of possession. However, it is also quite commonly used with adjectives.

Whenever an adjective is used to describe a noun, or a phrase is used as a descriptor, the word *ge* is needed.

(Intensifier +) Descriptor + *ge* + Object being described

Examples:	Hóu	leng	**ge**	yùhn bāt
	Very	*beautiful*		*pencil*

Móuh	Tēng gwo	Fūk yām	**ge**	yàhn
Have not	*listen(ed)*	*gospel*		*people*

(Intensifier)*	**Descriptor**	**+**	***ge***	**+**	**Object**
	Hùhng sīk *red*				Syū *book*
	Làahm sīk *blue*				Gīng màhn *scripture*
Hóu *very*	Daaih *big*				Yùhn bāt *pencil*
Hóu *very*	Sai *small*		ge		Gūng jái *doll*
Géi *quite*	Leng *pretty*				Toí *table*
Géi *quite*	Hóu *good*				Dang *chair*

*Note that most adjectives require an intensifier as shown, with the exception to adjectives that does not vary with a degree or magnitude, such as colors and shapes (see the first two lines for examples).

When using more than one adjective, the word *ge* is not needed after every adjectives.

Correct					**Incorrect**					
Hùhng sīk	Hóu	leng	**ge**	Syū	Hùhng sīk	**ge**	Hóu	leng	**ge**	Syū
red	*very*	*pretty*		*book*	*red*		*very*	*pretty*		*book*

Describing Action:

When describing an action, instead of using *ge* between an adverb and a verb, the word *gám* is used.

(Intensifier +) Descriptor + *gám* + Verb

Examples:	Kéuih	Hóu	Faai	**Gám**	Tái	yùhn	Mō yíh mùhn gīng
	He	*very*	*fast*		*read*	*finish*	*Book of Mormon*

(Intensifier)*	**Descriptor (adverb)**	**+**	***gám***	**+**	**Action (Verb)**
	Faai *Fast*				Sihk *to eat*
	Maahn *Slow*				Tái *to read*
	Hoī sām *Happy*				Cheung Gō *to sing (song)*
Hóu *very*	Síu sām *Carefully*		gám		Hàahng *to walk*
	Sān fú *Toilsome*				Páau *to run*
	Chīng Chó *Clear*				Gáai sīk *to explain*

*Note that for some adverbs, the intensifier is optional like the last line.

The meaning of the above phrases can be changed by changing the descriptor or the intensifier.

***Dím yéung*:**

Ch. 5 discussed the question word *Dím yéung*. It can be used to ask for more detail about the object or the action, e.g. asking someone to describe the object or the action.

For an object, the word *ge* is needed, while for an action, the word *gám* is always omitted.

Example:	**Dím yéung**	ge	Māau?	
	How (what kind of)		*cat?*	*(What kind of cat?)*

	Kéuih	**Dím yéung**	Góng?	
	He	***how***	*say?*	*(How did he say?)*

Possessive and Descriptive Exercise

Place the word *ge* in the correct location (there can be more than one) or place a check mark next to it if it does not need it:

1. Hùhng sīk Gīng màhn
   Red scripture
2. Hóu Mòhng Chyùhn gaau sih
   Very busy missionary
3. Kéuih Hóu Sāi leih
   He very awesome
4. (Ng)óh deih Tīn seuhng Chān (ng)oi Fuh
   Our in heaven dear Father
5. Hóu Dō Hóu Hóu meih Sihk maht
   very lot very delicious food
6. Nī go Baahk sīk Dihn Wah Haih (Ng)óh
   This white phone is I
7. (Ng)óh Gòh gō (Ng)ūk kéi Haih Baahk sīk
   I brother home is white
8. (Ng)óh Gām yaht Hái Yāt go Pàhng yáuh Syū dim Fāan gūng
   I today at a friend bookstore go to work
9. M̀h Sēung seun Fūk yām Yàhn Móuh Baahn Faat Fāan heui Sàhn Sān bīn
   Not believe gospel people not have way return God side
10. Néih Pàhng yáuh Yiu Wán Deui mihn Chàhn Yī sāng Ló Sāam yaht Yeuhk
    You friend need find across Chan doctor take three days medicine
11. Sáu gēi Hái Toí Seuhng mihn
    Cell phone at table top
12. Chàhn gā tìhng Hái Ngóh Ūk kéi Deui mihn
    Chen's family at my home across

Extra Mile:
Change the sentences above into questions using the question word *dím yéung* or one that is appropriate.

Add the words or phrases in brackets to the sentences in the correct order:

Example 1:

Ngóh Jūng yi **Tàih jí** *I like **grapes***	(Hùhng sīk ge) *(red)*

↓

Ngóh Jūng yi Hùhng sīk ge Tàih jí
I like red grapes

Example 2:

Ngóh deih Yiu Fuhk chùhng **Sàhn** *We need to follow **God***	(Gaai mihng) *(commandment)*

↓

Ngóh deih Yiu Fuhk chùhng Sàhn ge Gaai mihng
We need to follow God's commandment

Yeuk sāt sī math Gin dóu **Sī sái yeuk hohn** *Joseph Smith saw **John the Baptist***	(Fuhk wuht houh ge) *(resurrected)*
(Ng)óh deih Yiu **Jēun sáu Gaai mihng**, Sīn Hó yíh Fāan dou Sàhn ge Sān bīn *We have to follow the **commandments**, so to return to God's presences*	(Sàhn ge, Nóuh lihk gám) *(God's, diligently)*
Jí yiu **Yìhn duhk** Mo yíh mùhn gīng, Jauh Hó yíh Mìhng baahk Sàhn ge *Gai waahk* *As we **read** the Book of Mormon, we can understand God's plan*	(Jí sai gám, yi yih) *(carefully, meaning)*
(Ng)óh Wuíh Heui **Hohk Haauh** *I will go to **school***	(Sān daaih làuh, Wuht duhng) *(new bulding, activity)*

16. Comparison – Expressing "More" – *Gwo* 過

When comparing two objects, the word *gwo* ("more than") is often used and follows this structure:

(Note that in all of the examples here, "A" takes the more significant role than "B")

Subject (A)+ Descriptor + *gwo* + Object (B)

Examples:

Subject (A)	Descriptor	*gwo*	Object (B)
(Ng)óh *I*	Gōu *tall*	Gwo *more*	Néih *you*
Nèih fēi yahn *Nephites*	Jing yih *righteous*		Lāai maahn yàhn *Lamanites*
Kéuih *He*	Chūng mìhng *smart*		Hóu dōu yàhn *many people*
Dihn yíng *Movie*	Sauh Fūn yìhng *popular*		Yām ngohk kehk *musical*

If any time or place clauses need to be added, they follow immediately after the subject.
(i.e. **Subject + (T/P) + Adjective + *gwo* + Object**)

Examples:

Subject (A)	Time /Place	Descriptor	*gwo*	Object (B)
(Ng)óh *I*	Yíh chìhng *in the past*	Gōu *tall*	Gwo *more*	Néih *you*
Nèih fēi yahn *Nephites*	Chàhng gīng *once*	Jing yih *righteous*		Lāai maahn yàhn *Lamanites*
Dihn yíng *Movie*	Hái Hēung góng *in Hong Kong*	Sauh Fūn yìhng *popular*		Yām ngohk kehk *musical*

Negative Statements:

To express a negative comparison (e.g. "I am **not as tall as** you"), Cantonese sometimes employs the opposite descriptor in a positive statement ("I am **shorter** than you").

Or, we can use another sentence structure to keep the same descriptor.

Subject (A)+ *móuh* + Object (B) + *gam* + Descriptor

Examples:

Subject (A)	***móuh***	**Object (B)**	***gam***	**Descriptor**
(Ng)óh *I*	Móuh*not have*	Néih *You*	Gam *that*	Gōu *tall*
Nèih fēi yàhn *Nephites*		Lāai maahn yàhn *Lamanites*		Jing yih *righteous*
Kéuih *He*		Kéuih *He*		Hóu dōu yàhn *many people*
Dihn yíng *Movie*		Dihn yíng *Movie*		Yām ngohk kehk *musical*

When answering a question, the "Object (B)" can be dropped.

Asking Questions:

To form a question, *haih m̀h haih* is placed before the descriptor.

Subject (A) + *haih m̀h haih* + Descriptor + *gwo* + Object (B)

Examples:

Subject (A)	***haih m̀h haih***	**Descriptor**	***gwo***	**Object (B)**
Néih *You*	haih m̀h haih *is/not is*	Gōu *tall*	Gwo *more*	Kéuih *him*
Nèih fēi yàhn *Nephites*		Jing yih *righteous*		Lāai maahn yàhn *Lamanites*
Kéuih *He*		Kéuih *he*		Hóu dōu yàhn *many people*
Dihn yíng *Movie*		Dihn yíng *movie*		Yām ngohk kehk *musical*

Comparing Actions:

When comparing one action to another, use the sentence structure with *dāk* from Ch. 14.

Take away the intensifier and place the object of comparison at the end.

Subject (A) + Verb + Object + Verb + *dāk*+ Descriptor + *gwo* + Object (B)

Examples:

Subject (A)	Verb	Object	Verb	*dāk*	Descriptor	*gwo*	Object (B)
(Ng)óh *I*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	Faai *fast*	gwo *more*	Néih *you*
Kéuih *He*	Tái *read*	Syū *book*	Tái *read*		Dōu *more*		(Ng)óh *I*
Néih deih *You*	Hohk *learn*	Jūng mán *Chinese*	Hohk *learn*		Hóu *good*		Hóu dōu yàhn *many people*
Jí muih *Sisters*	Jyú *cook*	Faahn *meal*	Jyú *cook*		Hóu sihk *delicious*		Jéung lóuh *Elders*

The "Verb + Object" right after "Subject (A)" can be omitted if the situation allows.

Negative Statements:

To express a negative comparison for action, it is similar to negating a comparison of things.

Subject (A) + Verb + Object + Verb + *dāk*+ *móuh* + Object (B) + *gam* + Descriptor

Examples:

Subject (A)	Verb	Object	Verb	*dāk*	*móuh*	Object (B)	*gam*	Descriptor
(Ng)óh*I*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	móuh *not have*	Néih *you*	gam	Faai *fast*
Kéuih *He*	Tái *read*	Syū *book*	Tái *read*			(Ng)óh *I*		Dōu *more*
Néih deih *You*	Hohk *learn*	Jūng mán *Chinese*	Hohk *learn*			Hóu dōu yàhn *many people*		Hóu *good*
Jéung lóuh *Elders*	Jyú *cook*	Faahn *meal*	Jyú *cook*			Jí muih *Sisters*		Hóu sihk *delicious*

Again, the "Verb + Object" right after "Subject (A)" can be omitted.

Asking Questions:

To form a question, *haih m̀h haih* is placed before the descriptor as well.

Subject (A) + Verb + Object + Verb + *dāk*+ *haih m̀h haih* + Descriptor + *gwo* + Object (B)

Examples:

Subject (A)	Verb	Object	Verb	*dāk*		Descriptor	*gwo*	Object (B)
(Ng)óh *I*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	haih m̀h haih *is/not is*	Faai *fast*	gwo *more*	Néih *you*
Kéuih *He*	Tái *read*	Syū *book*	Tái *read*			Dōu *more*		(Ng)óh *I*
Néih deih *You*	Hohk *learn*	Jūng mán *Chinese*	Hohk *learn*			Hóu *good*		Hóu dōu yàhn *many people*
Jí muih *Sisters*	Jyú *cook*	Faahn *meal*	Jyú *cook*			Hóu sihk *delicious*		Jéung lóuh *Elders*

The “Verb + Object” right after “Subject (A)” can again be omitted.

Extra:

When comparing two objects or actions, we could use words like *hóu dō* (a lot) or *síu síu* (a little) to show the level of difference.

Example:

Néih Gōu Gwo Ngóh You are taller than me	+	Hóu dō a lot	→	Néih Gōu Gwo Ngóh **Hóu dō** You are **much** taller than me
Kéuih Tái Syū Maahn Gwo Ngóh He reads slower than me		Síu síu a little		Kéuih Tái Syū Maahn Gwo Ngóh **Síu síu** He reads **a little** slower than me

Comparison – Expressing "More" – *Gwo* Exercise

Use the following words to create a compartive phrase

	Subject	Object	Adjective
1	(Ng)óh*I*	Néih *You*	Chūng mìhng *Smart*
2	Nèih fēi *Nephi*	Lāai maahn *Laman*	Daaih jek*Big (in stature)*
3	Sīn kēui jé *Pioneer*	(Ng)óh deih *We*	Yáuh seun sām *Faithful*
4	Sīn jī *Prophet*	Ngóh Yèh yé My grandfather	Lóuh *Old*
5	Hon bóu bāau *Hamburger*	Jūng gwok choi*Chinese food*	Hóu sihk *Delicious*
6	Néih *You*	Chīu yàhn *Superman*	Sāi leih *Awesome*

Also, rewrite the sentences as negative statement and question.

Rewrite the following sentence to compare the subject with the objects in column B

	Sentence	Object to compare with (B)
1	Kéuih Séuhng Tòhng Séuhng dāk Hóu Jyūn sām*She is attentive in class*	Néih *You*
2	Néih deih Dá bō Dá dāk Hóu Guih*You are tired from playing ballgame*	Fāan gūng*Go to work*
3	Lóuh sī Gaau Syū Gaau dāk Hóu Chīng chó*Teacher teaches clearly*	Gīng màhn *Scripture*
4	(Ng)óh Tái Syū Tái dāk Hóu Dō*I have read a lot of books*	Gaau sauh *Professor*
5	Néih Góng Dihn wah Góng dāk Hóu Chòuh*You are noisy on the phone*	Deih pùhn*Construction site*
6	Kéuih Jyú Faahn Jyú dāk Hóu Hóu sihk*She cooks very well*	Daaih chéui *Chef*

Try rewrite the sentences as negative statement and question as well.

17. Comparison – Expressing "As Much As" and "Less Than"

We can take the negative statements from Ch. 16 and change the word *móuh* ("not have") to *hóu chíh* ("alike"), this will change the meaning of the sentence to "as much as" or "about the same."

Subject (A) + *hóu chíh* + Object (B) + *gam* + Descriptor

Examples:

Subject (A)	*hóu chíh*	Object (B)	*gam*	Descriptor
(Ng)óh *I*	hóu chíh *alike*	Néih *you*	Gam *that*	Gōu *tall*
Nèih fēi yàhn *Nephites*		Lāai maahn yàhn *Lamanites*		Jing yih *righteous*
Kéuih *He*		Kéuih *he*		Hóu dōu yàhn *many people*
Dihn yíng *Movie*		Dihn yíng *movie*		Yām ngohk kehk *musical*

Comparing actions:

Comparing actions is similar to the previous example.

Subject (A) + Verb + Object + Verb + *dāk* + *hóu chíh* + Object (B) + *gam* + Descriptor

Examples:

Subject (A)	Verb	Object	Verb	*dāk*	*hóu chíh*	Object (B)	*gam*	Descriptor
(Ng)óh *I*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	hóu chíh	Néih *you*	gam	Faai *fast*
Kéuih *He*	Tái *read*	Syū *book*	Tái *read*			(Ng)óh *I*		Dōu *more*
Néih deih *You*	Hohk *learn*	Jūng mán *Chinese*	Hohk *learn*			Hóu dōu yàhn *many people*		Hóu *good*
Jéung lóuh *Elders*	Jyú *cook*	Faahn *meal*	Jyú *cook*			Jí muih *Sisters*		Hóu sihk *delicious*

Again, the "Verb + Object" right after "Subject (A)" can be omitted.

Negative Statements:

For a negative statement, use the word *móuh* instead of *yáuh*, the same as the negative statement from Ch. 16.

Asking Questions:

When asking a question, simply change the *yáuh* into *yáuh móuh*.

Subject (A) + *yáuh móuh* + Object (B) + *gam* + Descriptor

Examples:

Subject (A)	*yáuh móuh*	Object (B)	*gam*	Descriptor
(Ng)óh *I*	yáuh móuh *have/not have*	Néih *you*	Gam *that*	Gōu *tall*
Nèih fēi yàhn *Nephites*		Lāai maahn yàhn *Lamanites*		Jing yih *righteous*
Kéuih *He*		Kéuih *he*		Hóu dōu yàhn *many people*
Dihn yíng *Movie*		Dihn yíng *movie*		Yām ngohk kehk *musical*

Comparing Actions:

Comparing actions is similar to previous examples.

Subject (A) + Verb + Object + Verb + *dāk* + *yáuh móuh* + Object (B) + *gam* + Descriptor

Examples:

Subject (A)	Verb	Object	Verb	*dāk*	*yáuh móuh*	Object (B)	*gam*	Descriptor
(Ng)óh *I*	Sihk *eat*	Faahn *meal*	Sihk *eat*	dāk	yáuh móuh *have/not have*	Néih *you*	gam	Faai *fast*
Kéuih *He*	Tái *read*	Syū *book*	Tái *read*			(Ng)óh *I*		Dōu *more*
Néih deih *You*	Hohk *learn*	Jūng mán *Chinese*	Hohk *learn*			Hóu dōu yàhn *many people*		Hóu *good*
Jéung lóuh *Elders*	Jyú *cook*	Faahn *meal*	Jyú *cook*			Jí muih *Sisters*		Hóu sihk *delicious*

The "Verb + Object" right after "Subject (A)" can be omitted in this case as well.

Comparison – Expressing "As Much As" and "Less Than" Exercise

Use the following words to write sentences according the instructions on the right:

	Subject	Object	Adjective	Instruction
1	(Ng)óh*I*	Néih *You*	Chūng mìhng *Smart*	as much as
2	Lāai maahn *Laman*	Nèih fēi *Nephi*	Daaih jek*Big (in stature)*	not as much as
3	(Ng)óh deih *We*	Sīn kēui jé *Pioneer*	Yáuh seun sām *Faithful*	question
4	Sīn jī *Prophet*	Ngóh Yèh yé My grandfather	Lóuh *Old*	question
5	Hon bóu bāau *Hamburger*	Jūng gwok choi*Chinese food*	Hóu sihk *Delicious*	not as much as
6	Néih *You*	Chīu yàhn *Superman*	Sāi leih *Awesome*	as much as

Rewrite the following sentence according to the instructions on the right:

	Sentence	Object (for comparison)	Instruction
1	Kéuih Séuhng Tòhng Séuhng dāk Hóu Jyūn sām*She is attentive in class*	Néih *You*	as much as
2	Néih deih Dá bō Dá dāk Hóu Guih*You are tired from playing ballgame*	Fāan gūng*Go to work*	question
3	Lóuh sī Gaau Syū Gaau dāk Hóu Chīng chó*Teacher teaches clearly*	Gīng màhn *Scripture*	not as much as
4	(Ng)óh Tái Syū Tái dāk Hóu Dō*I have read a lot of books*	Gaau sauh *Professor*	not as much as
5	Néih Góng Dihn wah Góng dāk Hóu Chòuh*You are noisy on the phone*	Deih pùhn*Construction site*	as much as
6	Kéuih Jyú Faahn Jyú dāk Hóu Hóu sihk*She cooks very well*	Daaih chéui *Chef*	question

18. Numbers

Although numbers have been discussed previously, we will look into them deeper now.

Here is the way to say normal numbers:

1	yāt	6	luhk	0	lìhng
2*	yih/léuhng	7	chāt		
3	sāam	8	baat		
4	sei	9	gáu		
5	ńgh	10	sahp		

Note that there are two words for "2;" *leuhng* is only used when describing the quantity "2" and some special cases, such as 2 o'clock.

In order to say bigger numbers, we also need the digits:

0	10	100	1000	10000
lìhng	*sahp*	*baak*	*chīn*	*maahn*

As mentioned before, Cantonese expresses the idea of "twenty" as "two tens." Other digits follow the same pattern.

If there are zeros in between, just say "0" for those.

Examples:	11	→	10 + 1	*Sahp yāt*
	67	→	6 × 10 + 7	*Luhk sahp chāt*
	143	→	100 + 4 × 10 + 3	*Yāt baak Sei sahp Sāam*
	209	→	2 × 100 + 9	*Yih baak Lìhng Gáu*
	8009	→	8 × 1000 + 9	*Baat chīn Lìhng Gáu**
	10101	→	10000 + 100 + 1	*Yāt maahn Lìhng Yāt baak Lìhng Yāt*

*For multiple zeroes together in a row, only one *Lìhng* is needed.

There are even higher digits in Cantonese; however, they will not be discussed here.

19. Classifiers

The concept of classifiers is similar to using specific words whenmeasuring uncountable nouns, such as "one **cup of** water", "two **slices of** bread," or "three **bowls of** rice".

In Cantonese a measuring word, or classifier, is needed for every noun, whether it is countable or not, whenever 1) talking about quantity or 2) specifying an object, like "this cat" or "that person."

Specifier* + Number + Classifier + Noun

*Specifier means words like "this, that, these, those etc."

Either specifiers or numbers can be omitted but not both.

Here is a list of some classifiers and their explanations:

Go	個	The most general classifier, used for people and a lot of items
Jek	隻	Mostly animals, but also limbs (not joints) and miscellaneous objects
Jēung	張	Two usages: 1) a sheet-like paper or bedding sheet, and 2) chairs, tables, and beds
Tìuh	條	Long and narrow objects, often bendable
Bún	本	Any object which resembles a book
Jī	枝	Long, stick-like objects
Bá	把	Usually tools with handles
Bouh	部	Machines and vehicles
Faai	塊	A slice/piece of; usually for objects similar to a sheet but thicker
Gihn	件	Upper body clothing; miscellaneous objects
Gāan	間	Rooms; buildings; indoor spaces
Lāp	粒	A grain of; like rice, sand, or other small particles
Deui	對	A pair, but objects like trousers or glasses which are still one piece are not counted

This is only a brief description. The best way to learn classifiers is to practice them or consult a native speaker.

Specifier +	Number +	Classifier +	Noun
	Yāt *1*	Go	Yàhn (*people*); Pìhng gwó (*apples*)
		Jek	Māau (*cats*); Gáu (*dogs*)
	Léuhng *2*	Jēung	Jí (*paper*); Dang (*chairs*)
Nī *This*		Tìuh	Louh (*road*); Síng (*rope*)
	Yih sahp *20*	Bún	Syū (*books*); Wuh jiu (*passport*)
		Jī	Bāt (*pen*); Chìh gāng (*spoon*)
Gó *That*	Yāt baak *100*	Bá	Dōu (*knife*); Chèuih jái (*hammer*)
		Bouh	Séung gēi (*camera*); Chē (*car*)
	Yih chīn *2,000*	Faai	Mihn bāau (*bread*); Hāk báan (*blackboard*)
Bīn* *Which*		Gihn	Sēut Sāam (*shirt*); Daahn gōu (*cake*)
		Gāan	Fóng (*room*); Yī yún (*hospital*)
		Deui	Hàaih (*shoes*); Chyùhn gaau sih (*missionaries*)

*Notice that *Bīn* is used when asking a question.

There are other categories of classifiers as well, such as measurement units or containers.

Measurement Units	
Weight	
gūng gān	*kilogram*
hāk	*gram*
bohng	*pound*
gān	*catty*
Length	
máih	*meter*
lèih máih	*centimeter*
gūng léih	*kilometer*
chek	*feet*
chyun	*inch*

Containers	
jēun	*bottle*
gun	*can*
doih	*bag*
hahp	*box (small)*
sēung	*box (big)*

Volume	
sīng	*liter*
hòuh sīng	*milliliter*

Classifiers Exercise

Write the corresponding classifier with the following objects:

(*Try even if you are not sure*)

Yàhn *Person*	Síng *Rope*	Dōu *Knife*	(Ng)àuh pá *Steak*	Syut gwaih *Fridge*
Chē *Car*	Hoí bou *Poster*	Muìh muí *Younger sister*	Syū ga *Bookshelf*	Géng lín *Necklace*
Syū *Book*	Louh *Road*	Chā *Fork*	Yúh mòuh *Feather*	Kwàhn *Skirt/Dress*
Māau *Cat*	Sáu *Hand*	Daahn gōu *Cake*	Maht *(one) Sock*	Yíh wáan *(one) Earring*
Sēut sāam *Shirt*	Lòh sī pāi *Screwdriver*	Seuih Fóng *Bedroom*	Sáu jāang *Elbow*	Bou *Cloth*
Yī yún *Hospital*	Sā *Sand*	Chòhng *Bed*	Cheung pín *CD*	Mèih mòuh *Eyebrow*
Hāk báan *Blackboard*	Wuh Jiu *Passport*	Mihn bāau *Bread (slice)*	Yùh *Fish*	Lòh sī *Screw*
Bāt *Pen*	Sái yī gēi *Washing machine*	Tìhng Chē Chèuhng *Carpark*	Fu *Trousers*	Sáu Bīu *Watch*

Try to translate the following lines:

1. 1 person
2. 2 hands
3. 10 washing machines
4. 5 pair of trousers
5. This cat
6. That road
7. These 10 forks
8. These 8 dresses
9. Those 3 necklaces
10. Those 6 pieces of cloth

20. Helping Verbs

A Word about Verb Conjugation:

There are two types of verb conjugation, Helping Verb and Resultative Complement. They will always be in the following format:

Helping Verb + Verb + Resultative Complement

The Resultative Complement always follows immediately after the verb, but the helping verb does not always go immediately in front.

Helping Verbs:

Helping verbs are verbs like "can" or "need to" that express the possibilities of an action. They are usually placed before a verb.

Subject + Helping Verb + Verb + Object

Examples:	(Ng)óh	**Hó yíh**	Jouh	Kèih tóu
	I	***can***	*do*	*prayer*
	Kéuih	**Séung**	Máaih	Sāam
	He/She	***wants to***	*buy*	*clothes*

When a "time" or "place" is present in a phrase, the helping verb is between them.

Subject + (Time) + Helping Verb + (Place) + Verb + Object

Helping verbs are also used to conjugate for continuous and future tenses. Here is a list of some Helping Verbs:

Hó yíh	可以	"can," usually for permission
Séung	想	"want," expressing desire
Sīk	識	"know," expressing ability
Wuíh	會	"will," expressing possibility and future timing
Yiu	要	"need," "want," or "should"
M̀h sái	唔駛	"No need," usually as the negation of *yào*
Sái m̀h sái	駛唔駛	usually as the "yes/no" form for *yào*
Yuhn yi	願意	"willing to," more often in written form
Heui	去	"going to" or "takeoff"
Lèih	嚟	"coming," similar to *qù*

Negative Statements:

The word *m̀h* is placed before the helping verb, not the verb.

Examples:	Ngóh	m̀h	sīk	Jouh	Kèih tóu	
	I	*do not*	*know*	*do*	*prayer*	*(I do not know how to do prayer)*
	Kéuih	m̀h	Séung	Máaih	Sāam	
	He/She	*do not*	*want to*	*buy*	*clothes*	

Asking Questions:

When a helping verb exists in a sentence, the helping verb is usually the one being conjugated, instead of the verb itself, to make a negative statement or a question.

Examples:

Correct

Neih **Hó m̀h hó yíh** Jouh Kèih tóu ?
You ***can/cannot*** *do* *prayer ?*

Neih **Séung m̀h séung** Máaih Sāam ?
You ***wants to/ not wants to*** *buy* *shirt ?*

Incorrect

Neih hó yíh **Jouh m̀h jouh** Kèih tóu ?
You *can* ***do/not do*** *prayer ?*

Neih Séung **Máaih m̀h máaih** Sāam ?
You *wants to* ***buy/not buy*** *shirt ?*

Subject	+	Helping verb	+	Verb
(Ng)óh *I*		Séung *want*		Yàuh séui *swim (water)*
Néih *You*		M̀h séung *not want*		Dá bō *play ballgames*
Kéuih *He/She*		Séung m̀h séung *want/not want*		Cheung gō *sing (a song)*
(Ng)óh deih *We*		Sīk *know*		Tàahn kàhm *play piano*
Néih deih *You (pl.)*		M̀h sīk *not know*		Jyú faahn *cook meal*
Kéuih deih *They*		Sīk m̀h sīk *know/not know*		Jouh gā mouh *do housework*

Helping verb goes just before verbs in most cases, but native speakers may move it before other parts such as time and places to make emphasis.
Also, helping verbs may not be right before verbs in some sentence structure (Such as structures in Ch. 25 & 26).

Helping Verbs Exercise

Words that help:

Jip sauh – "receive"

Sái láih – "baptism"

Translate the following sentences and insert the indicated helping verbs:

1. I buy this car. Séung (*want*)
2. You teach me gospel. Hó yíh (*can*) (also make this into a question)
3. You swim. Sīk (*know*) (also make this into a negative statement)
4. He goes to work. Yiu (*need*) (also make this into a negative statement)
5. You receive baptism. Yuhn yi (*willing*) (also make this into a question)

Reorganize the following vocabulary words into grammatically correct sentences:

1. Sīk (*know*) / Làahm kàuh (*basketball*) / Ngóh (*I*) / Dá (*play*)

   ____

2. Séung (*to want*) / Tái (*to read*) / Syū (*book*) / Ngóh (*I*) / Hái Ngōk kéi (*at home*)

   ____

3. Yuhn yi (*willing*) / Gaau wuí (*church)* / Tīng yaht (*tomorrow*) / Néih (*you*) / Lèih (*to come*) / a

   ____

4. Hó yíh (*can*) / Néih (*you*) / Ngóh (*I*) / Seun (*letter*) / a / Bōng (*to help*) / Gei (*to send*)

   ____

5. Hó yíh (*can*) / Yàuh séui (*to swim*) / Chyùhn gaau sih (*missionaries*) / M̀h (*not*)

   ____

6. Séung (*to want*) / Gām yaht (*today*) / Ngóh (*I*) / M̀h (*not*) / Sihk faahn (*to eat*) / Hái Ngōk kéi (*at home*)

   ____

21. Resultative Complements

Resultative Complements, or Resultative Verbs, are similar to Helping Verbs, which conjugate a verb. However, they are placed behind the verb and often indicate results of actions.

Subject + Verb + Resultative Complement + Object

Examples:

Subject	Verb	Resultative Verb	Object
Yeuk sāt *Joseph*	Gin *see*	Dóu (*accomplish*)	Sàhn *God*
Ngóh *I*	Hohk *learn*	Sīk (*understand*)	Jūng mán *Chinese*

Resultative Complements are usually used to indicate result and conclusion. In the above examples, both verbs "Gin" and "Hohk" means "to see" and "to learn" when by themselves, with the Resultative Complement, the meaning changed to "saw" and "learned." However, resultative complement does not always equal to past tense, rather, they state the status of the action.

The following are some Resultative Complements and how they change the meaning of the verbs.

咗	jó	indicates past events*	Heui → Heui jó (*to go* → *went*)
過	gwo	indicates past events*	Sihk → Sihk gwo (*to eat* → *eaten*)
完	yùhn	indicates the action is finished*	Jouh → Jouh yùhn (*to do* → *finished doing*)
緊	gán	indicates the action is being carried out**	Tái → Tái gán (*to read* → *reading*)
到	dóu	indicates action is completed successfully	Gin → Gin dóu (*to go and see/to take a look* → see/saw)
住	jyuh	indicates stay with an action**	Ló → Ló jyuh (*to take* → *to hold/holding*)
識/明	sīk/mìhng	indicates reaching understanding	Hohk → Hohk sīk (*to learn* → *learned*)
夠	gau	indicates enough	Fan → Fan gau (*to sleep* → *sleep enough*)
晒	saai	indicates the object is being used up	Sihk → Sihk saai (*to eat* → *have eaten up*)
啱/錯	ngāam/cho	indicates action is done correctly/incorrectly	Sé → Sé cho (*to write* → *wrote wrong*)
清楚	chīng chó	indicates to be clear	Góng → Góng chīng chó (*to speak* → *to speak clearly*)

*These will be explained in greater detail in Ch. 22 – Past events

**This will be discussed in greater detail in Ch. 23 – Present events

Negative Statements:

For most of the verbs with complements, the word *m̀h* is placed after the verb when forming a negative statement, instead of before. However, if a helping verb is present, the word *m̀h* is added to the helping verb instead.

(Exceptions include *jó* and *gwo*, which will be discussed in Ch. 22. Also, *ngāam* and *cho* are not conjugated this way since they are the opposite of each other)

Subject + Verb + *m̀h* + Resultative Verb + Object

Subject	Verb	"not"	Resultative Verb	Object
Ngóh *I*	Gin *see*	m̀h	Dóu (*accomplish*)	Néih *you*
Māau jái *Cats*	Hohk *learn*		Sīk (*understand*)	Yàuh séui *swim*

Asking Questions:

When asking a question, the verb is conjugated normally and the word *dāk* is added immediately after the verb, or a question can be made simply by adding a particle at the end of the sentence.

Subject + Conjugated Verb + *dāk* + Resultative Verb + Object

Subject	Conjugated Verb		Resultative Verb	Object
Néih *You*	Gin m̀h gin*see/not see*	dāk	Dóu *accomplish*	Ngóh*I*
Māau jái *Cats*	Hohk m̀h hohk*learn/not learn*		Sīk (*understand*)	Yàuh séui *swim*

Subject	Verb		Resultative Verb	Object
Ngóh*I*	Gám gok *feel*		dóu	Sing lìhng*The Holy Ghost*
Néih *You*	Ló *take*		jyuh	Gīng màhn *scripture*
Kéuih*He/She*	Hohk *learn*		sīk	Hoī chē*drive a car*
Ngóh deih *We*	Tái*read*	M̀h *not*	yùhn	Mō yíh mùhn gīng*Book of Mormon*
Chyùhn gaau sih *Missionary*	Tái *see*		chīng chó	Louh pái*street sign*
Mouh douh jé *Investigator*	Tēng *hear*		mìhng	Zúng wuí daaih wuí*General Conference*

Resultative Complements Exercise

For the following combination of verb and resultative verb, write the meaning in English:

1. Tái (*to read*) + yùhn Answer:______________
2. Yuhng (*to use*) + saai Answer:______________
3. Tái (*to see*) + chīng chó Answer:______________
4. Tēng (*to hear*) + dóu Answer:______________
5. Hohk (*to learn*) + gwo Answer:______________
6. Daai (*to bring, carry*) + jyuh Answer:______________
7. Yám (*to drink*) + jó Answer:______________
8. Sé (*to write*) + jyuh Answer:______________
9. Jouh (*to do*) + cho jó Answer:______________
10. Yuh (*to meet*) + dóu gwo Answer:______________

By adding the resultative verb, match the following sentences with the meanings in the brackets:

1. **Ngóh Tēng Kéuih deih Cheung gō**
   I hear them sing
   [I heard them sing]

2. **Ngóh deih Sihk faahn Jī hauh Chēut heui Saan bouh**
   We eat after go out take a walk
   [After we finish eating, we go out to take a walk]

3. **Sái tòuh séui Yuhng, M̀h goī Néih Heui Máaih Sān ge**
   Shampoo use please you go buy new one
   [Shampoo is used up, please go buy some new one]

4. **Dō jeh Néih, Ngóh Sihk la**
   Thank you I ate
   [Thank you, I ate enough]

5. **Ngóh Heui Sing dihn**
   I go temple
   [I went to the temple/I been to the temple]

6. **Kéuih Bōng Ngóh Ló Doí**
   He for me fetch bag
   [He is holding the bag for me]

7. **Ngóh deih Móuh Hohk Jūng mán, Só yíh Tēng Néih góng ge yéh**
   We have not learn Chinese so hear your word
   [We have never learned Chinese, so we cannot understand your words]

8. **Ngóh Yāt jihk Tái Mùhn hóu, Juhng meih Tái Kéuih Chēut lèih**
   I have been see door still not see him come out
   [I have been looking at the door, and still have not seen him come out]

22. Verb Conjugation 1 – Past events

As we have discussed in the last chapter, some resultative complements are responsible for describing past events.

Jó	咗	"did"- similar to past tense in English
Gwo	過	Past tense for an experience, or action that did not occur frequently
Yùhn	完	"finished"- used when an action is finished (e.g. I have finished **eating** my meal)
Saai	晒	"finished all"- used when finished a portion of work (e.g. I have eaten all **my portion of food**)

All these conjugations go behind the verb as shown:

Subject + Verb + Conjugation word + Object

Examples: (Ng)óh Sihk **Jó** Faahn
*I eat **[-ed]** meal*

Yeuk sāt sī maht Gin **Gwo** Sàhn
*Joseph Smith see **[-ed]** God*

Note that they are not like tenses in English. For a past event, the conjugation can be optional. Some verbs, like *haih* ("to be"), cannot be conjugated.

Examples: (Ng)óh Kàhm yaht Heui (jó) Sing dihn
I yesterday go (went) temple

Néih Yíh chìhn Haih Lóuh sī
You in the past is (was) teacher

Difference between *Jó* and *Gwo*:

Generally, *Jó* is used only to indicate a simple past tense – something that happened; while *Gwo* indicates that the person has experienced the event at any point of his or her life.

Examples: Ngóh Heui **jó** Sing dihn

Ngóh Heui **gwo** Sing dihn

Both of the above examples mean "I went to the temple." However, the first one only means "I went to the temple," while the second one indicates "I have been to the temple" at some point in my life.

Negative Statements:

To form a negative statement, the word *meih* (“not yet”) needs to be used in front of the conjugated verb (except *jó* which will only use the verb’s normal form).

Subject + *meih* + Verb + Conjugation Word (except *jó*) + Object

Examples:

(Ng)óh **Meih** Sihk Faahn
I ***not yet*** *eat* *meal*

Yeuk sāt sī maht **Meih** Gin Gwo Sàhn
Joseph Smith ***not yet*** *see* *[-ed]* *God*

Asking Questions:

When asking a question, the word *meih* can be used again, but this time at the end of a sentence.

(Verbs are conjugated including *jó*)

Subject + Verb + Conjugation Word (including *jó*) + Object + *meih*?

Examples:

Néih Sihk Jó Faahn **Meih?**
You *eat* *[-ed]* *meal* ***yet?***

Yeuk sāt sī maht Gin Gwo Sàhn **Meih?**
Joseph Smith *see* *[-ed]* *God* ***yet?***

Occasionally, just the word *ma* instead of *méi yǒu* will have the effect, but *méi yǒu* is often more clear.

<table>
<tr><th>Subject</th><th></th><th>Verb</th><th></th><th>Object</th><th></th></tr>
<tr><td>Ngóh
I</td><td rowspan="6">Meih
not yet</td><td>Heui
to go</td><td rowspan="2">jó
[-ed]
(drop for negation)</td><td>Hohk haauh
school</td><td rowspan="4"></td></tr>
<tr><td>Néih
You</td><td>Sihk
to eat</td><td>Máahn chāan
dinner</td></tr>
<tr><td>Kéuih
He/She</td><td>Jouh
to do</td><td rowspan="2">gwo
[-ed]</td><td>Kèih tóu
prayer</td></tr>
<tr><td>Chyùhn gaau sih
Missionaries</td><td>Góng
to speak</td><td>Sái láih
baptism</td></tr>
<tr><td>Mouh douh jé
Investigator</td><td>Tái
to read</td><td rowspan="2">yùhn
finished</td><td>Mō yíh mùhn gīng
Book of Mormon</td><td rowspan="2">Meih?
yet?</td></tr>
<tr><td>Lóuh sī
Teacher</td><td>Gaau
to teach</td><td>Jūng mán
Chinese</td></tr>
</table>

23. Verb Conjugation 2 – Continuous

In order to conjugate a verb into a continuous form, the resultative complement *gán* is put after a verb.

Subject + Verb + *gán* + Object

Examples: (Ng)óh Sihk **Gán** Faahn
*I eat **[-ing]** meal*

Kéuih Tái **Gán** Syū
*He/she read **[-ing]** book*

For this structure, if a time clause is included, it is usually placed before the subject instead of after.

There is also no past continuous tense. This is done by using continuous tense with words indicating previous time, like "yesterday."

Examples: Chàhm yaht Jūng ńgh, (Ng)óh Sihk Gán Faahn
Yesterday Noon, I eat [-ing] meal

Negative Statements:

To say the subject is not doing that action, the word *m̀h haih* is used in front of the verb.

Subject + *m̀h haih* + Verb + *gán* + Object

Examples: (Ng)óh **m̀h haih** Sihk Gán Faahn
*I **not is** eat [-ing] meal*

Néih **m̀h haih** Góng Gán Dihn wah
*You **not is** talk [-ing] telephone*

Asking Questions:

When asking a question, simply put *haih m̀h haih* in front of the verb.

Subject + *haih m̀h haih* + Verb + *gán* + Object

Examples: (Ng)óh Haih m̀h haih Sihk Gán Faahn
I is/not is eat [-ing] meal

Néih Haih m̀h haih Góng Gán Dihn wah
You is/not is talk [-ing] telephone

Subject	+		+	Verb	+	***gán***	+	Object
(Ng)óh *I*				Góng *talk*				Dihn wah *telephone*
Néih *You*				Sihk *eat*				Faahn *meal*
Kéuih *He/She*		M̀h haih *not is*		Jouh *do*		gán		Gūng Fo *homework*
(Ng)óh deih *We*				Séuhng *go to (only for class)*				Tòhng *class*
Néih deih *You*		Haih m̀h haih *is/not is*		Tái *read*				Syū *book*
Kéuih deih *They*				Yàuh *swim*				Séui (*water*)

Explaning *jyuh*:

The resultative complement *jyuh* may seem to be the same as *gán*, but they are different.

Jyuh usually indicates an action is being **maintained** or **held in place**, while *gán* indicates an action is **in progress**.

Examples: Ngóh Tái gán Syū or Ngóh Ló gán Syū

Ngóh Tái jyuh Syū or Ngóh Ló jyuh Syū

In the left group, both sentences use the verb "Tái" (to look), but the first sentence means "I am reading a book" while the one below means "I am staring at the book".

In the other group, both sentences use the verb "Ló" (to take), but the first sentence means "I am taking the book" while the other means "I am holding the book".

24. Verb Conjugation 3 – Future Event

To indicate a future event, the word *wuíh* is often used in front of a verb like "will." However, often verbs are not conjugated and the time frame is shown by the time clause.

Subject + "wuíh" + Verb + Object

Examples:	(Ng)óh	**Wuíh**	Heui	Chyùhn douh
	I	***will***	*go*	*serve a mission*

Negative Statements:

Similar to Ch. 20, when the word *wuíh* is present, it is conjugated instead of the verb to form a negative statement or a question.

Examples:	(Ng)óh	**M̀h wuíh**	Heui	Chyùhn douh
	I	***will not***	*go*	*serve a mission*

Asking Questions:

Similar to negative statement, the word *wuíh* is conjugated instead.

Examples:	Keuih	**Wuíh M̀h wuíh**	Heui	Chyùhn douh
	I	***will/not will***	*go*	*serve a mission*

Subject +	Future words +	Action
(Ng)óh *I*	Wuíh *will*	Jouh gā mouh *do housework*
Néih *You*		Fāan gūng *go to work*
Kéuih *He/She*	M̀h wuíh *not will*	Heui sing dihn *go to temple*
(Ng)óh deih *We*		Séuhng tòhng *go to class*
Néih deih *You (pl.)*	Wuíh M̀h wuíh *will/not will*	Jyú faahn *cook meal*
Kéuih deih *They*		Chēut gāai *go out (to the street)*

Verb Conjugation Exercise

Determine if the bolded verb in the following sentences should be conjugated with *jó* or *gwo*:

1. I have **been** to Disneyland.
2. I just **went** to Disneyland.
3. Have you **eaten** yet?
4. I have **seen** her before.

Translate the following sentences with the tense in parentheses:

1. I read Book of Mormon.	(*continuous*)
2. I go swimming.	(*future*)
3. Are you talking on the phone?	(*finished*)
4. I have not eat meal.	(*past*)
5. I did not see her smile.	(*experienced*)
6. They leave.	(*finished, all*)
7. Do you go serve mission?	(*future*)
8. I do not learn French.	(*continuous*)
9. You do housework?	(*finished*)
10. I do not go to class.	(*finished, all*)

Jáu – "leave"

Faat mán – "French" (*lang*.)

Siu – "smile"

25. Passive Voice – *Béi/Yàuh* 被/由

Passive voice is a sentence construction in which the subject is not doing the action but instead is the one affected. In an active voice sentence, the subject from the passive voice sentence usually becomes the object and vice versa.

Examples:	Joseph Smith translated the Book of Mormon.	**Active Voice**
	The Book of Mormon was translated by Joseph Smith.	**Passive Voice**

In Cantonese, passive voice is formed by using the word *béi*, which can also read as *beih*.

Another word that is used is *yàuh*, both sentences use the same structure and the difference will be discussed later.

Subject + *béi/yàuh* + Object + Verb

Examples:

Yeuk sāt sī maht	**Béi**	Bouh tòuh	Saat séi
Joesph Smith	***by***	*mob*	*kill*

Mō yíh mùhn gīng	**Yàuh**	Yeuk sāt sī maht	Fāan yihk
Book of Mormon	***by***	*Joseph Smith*	*translate*

In the above structure, the object can be omitted. Also, when the time or place needs to be specified, the following structure is used.

Subject + Time + Place + *béi/yàuh* + Object + Verb

Examples:

Yeuk sāt sī maht	Hái	Gā Taai Gēi	**Béi**	Bouh tòuh	Saat séi
Joesph Smith	*at*	*Cathage*	***by***	*mob*	*kill*

Gaau wuí	Hái	Yāt baat sāam lìhng nìhn	**Yàuh**	Yeuk sāt sī maht	Fuhk hīng
The church	*at*	*1830*	***by***	*Joseph Smith*	*restored*

Prepositional phrases remain at the end as normal, but if the sentence involves an indirect object, the structure will be different and will not be discussed in this grammar guide.

Examples:

Fā jēun	Béi	Kéuih	Báai	Hái	Toí	Seuhng mihn
Vase		*him*	*placed*	*at*	*table*	*on*

The difference between *béi* and *yàuh* is as follows:

There are many rules that dictate whether *béi* or *yàuh*, or even other words should be used. The best way is to look at individual verbs which will decide which word is to be used in passive voice. However, we cannot discuss each individual verb so here is only some general rule of thumb.

One of the traditional views is that *béi* is often used for negative events, while *yàuh* is for more neutral or even positive events.

béi also accounts for accidents, or events that have a weak intention, but *yàuh* often shows a stronger intention.

Another difference between *béi* and *yàuh* is that *béi* focuses on what is being done to the subject while *yàuh* focuses on who did it.

Finally, *béi* is not used in a simple SVO type of sentence. Those sentences often involve other components such as an indirect object or prepositional phrase.

(e.g. *Yèh sōu gēi dūk Béi Sih bīng Dēng* "Jesus Christ was nailed by the soldiers" would be considered as incomplete)

béi	***yàuh***
Usually negative events	More neutral or positive
Weak or no intention	Strong intention
Focuses on what has been done to the subject	More neutral or positive
May need supplemental phrases	Usually can go without one

Negative Statements:

Unlike how normal sentences are negated, for the passive voice *m̀h haih* is placed before *béi* or *yàuh* to form a negative statement:

Subject + *m̀h haih* + *béi/yàuh* + Object + Verb

Examples: Daahn gōu **m̀h haih** Béi (Ng)óh Sihk jó
Cake not is by I ate

Mō yíh mùhn gīng **m̀h haih** Yàuh Yeuk sāt sī maht Sé chēut lèih
Book of Mormon not is by Joseph Smith write out

Asking Questions:

Similar to negative statements, the phrase *haih m̀h haih* is used in front of either "by" word.

Subject + *haih m̀h haih* + *béi/yàuh* + Object + Verb

Examples:

Yeuk sāt sī maht	Haih m̀h haih	Béi	Bouh tòuh	Saat séi ?
Joseph Smith	*is/not is*	*by*	*mob*	*kill ?*

Mō yíh mùhn gīng	Haih m̀h haih	Yàuh	Yeuk sāt sī maht	Fāan yihk ?
Book of Mormon	*is/not is*	*by*	*Joseph Smith*	*translate ?*

Helping verbs:

As mentioned previously, helping verbs do not go before the verb here, but instead go in front of *béi* or *yàuh*.

Subject + Helping verb + *béi/yàuh* + Object + Verb

Examples:

Mō yíh mùhn gīng	Yiu	Yàuh	Sīn jī	Fāan yihk
Book of Mormon	*need to*	*by*	*prophet*	*translate*

Mō yíh mùhn gīng	M̀h hó yíh	Béi	Lāai maahn yàhn	Wái miht
Book of Mormon	*cannot*	*by*	*Lamanites*	*destroy*

Subject	+	+	by	+	Object	+	Verb
Daahn gōu *Cake*					Chyùhn gaau sih *missionary*		Sihk jó *ate*
			Béi				
Sāang gwó *Fruit*					(Ng)óh *I*		Jíng laahn *make broken*
	m̀h haih *not is*						
Fā jēun *Vase*					Néih *you*		Jíng *make*
			Yàuh				
Mihn bāau *Bread*	haih m̀h haih *is/not is*				Kéuih *he/she*		Daai Lèih *bring*

Passive Voice – *Béi/Yàuh* Exercise

First determine if *béi* or *yàuh* should be used in the following sentences, then change them into passive voice:

1. (Ng)óh Sihk jó Ga Lēi
   I ate curry

2. Sīn jī Sé Gīng màhn
   Prophet writes scripture

3. Sàhn Hái Yèh sōu gēi dūk Séi jó Jī hauh Sāu fāan Sing jīk Kyùhn beng
   God at Jesus Christ died after take away priesthood authority

4. (Ng)óh Muíh yaht Dōu Yiu Wai Gām yùh Tùhng Tou jái
   I everyday both need feed Goldfish and rabbit

5. Chìh yáuh Kyùhn beng ge Yàhn On sáu (Ng)óh deih, (Ng)óh deih Sīn Hó yíh Jāp hàhng Gaau yìh
   Hold authority people ordain us we then can perform ordinance

6. (Ng)óh Yuhng jó Go dī Mihn Fán Lèih Jíng Mihn bāau
   I used those flour (to) make bread

Try to make b) negative statements and c) questions out of these sentences also.

26. Disposal Construction – *Jēung* 將

Disposal construction, also known as "*Ba* construction" in Mandarin, is a kind of sentence structure that focuses on what happened to the object. It is done by using the word *jēung* and placing the object directly after it.

Subject + *jēung* + Object + Verb

Examples: (Ng)óh **Jēung** Daahn gōu Sihk jó
I *cake* *ate*

Bouh tòuh **Jēung** Yeuk sāt sī maht Saat séi
Mob *Joseph Smith* *kill*

The word *jēung* can only be used for verbs that can express the object is "in disposal of" the subject, or when the subject is actively doing something to the object. Verbs like "see," "like," or "go" cannot be used.

The structure, when involved with time, place, or another object, is similar to the passive voice from the last chapter.

Examples: (Ng)óh **Chàhm yaht** Jēung Daahn gōu Sihk jó
I *yesterday* *cake* *ate* (*Time*)

Chyùhn gaau sih Jēung Gīng màhn Sung béi (Ng)óh
Missionary *scripture* *give* *me* (*2 objects*)

Negative Statements:

By placing *móuh* before *jēung*, the sentence will be changed into a negative statement.

Subject + *móuh* + *jēung* + Object + Verb

Examples: Yeuk sāt sī maht Móuh Jēung Mō yíh mùhn gīng Sé chēut lèih
Joseph Smith *have not* *Book of Mormon* *write out*

Asking Questions:

Asking questions is similar: *yáuh móuh* is placed in front of *jēung*.

Subject + *yáuh móuh* + *jēung* + Object + Verb

Examples: Yeuk sāt sī maht Yáuh móuh Jēung Mō yíh mùhn gīng Sé chēut lèih
Joseph Smith *have/have not* *Book of Mormon* *write out?*

Helping Verbs:

Similar to passive voice, helping verbs are also placed in front of *jēung* and they are conjugated for negative statements or questions.

Subject + Helping verb + *jēung* + Object + Verb

Examples:	Néih	Hó m̀h hó yíh	Jēung	Gó bún	Syū	Béi	(Ng)óh
	You	*can/cannot*		*that*	*book*	*give*	*me?*

Subject	+	+	***jēung***	+	Object	+	Verb
(Ng)óh *I*	Móuh *have not*		Jēung		Fā jēun *vase*		Jíng laahn *make broken*
Néih *You*					Sāang gwó *fruit*		Sihk jó *ate*
Kéuih *He/She*					Mihn bāau *bread*		Daai Lèih *bring*
Chyùhn gaau sih *Missionary*	Yáuh móuh *have/have not*				Gīng màhn *scripture*		Dài lái *took away*
Lāai maahn yàhn *Lamanites*					Nèih fēi yàhn *Nephites*		Wái miht *destroy*
Yeuk sāt sī maht *Joseph Smith*					Mō yíh mùhn gīng *Book of Mormon*		Sé chēut lèih *write out*

Disposal Construction – *Jēung* Exercise

Rewrite the following sentences into their disposal construction:

1. (Ng)óh Sihk jó Ga Lēi
   I ate curry

2. Sāan jó Gó douh Mùhn
   Shut that door

3. Sàhn Hái Yèh sōu gēi dūk Séi jó Jī hauh Sāu fāan Sing jīk Kyùhn beng
   God at Jesus Christ died after take away priesthood authority

4. Néih Je jó Nī bún Syū Béi (Ng)óh
   You borrowed this book to me

5. Néih Hó yíh Yuhng jó Go dī Mihn Fán Lèih Jíng Mihn bāau
   You can use those flour (to) make bread

6. (Ng)óh Tái yùhn Nī bún Syū Joi Góng Béi Néih Tēng
   I read finish this book again tell to you listen

27. Because/Therefore – *Yān waih/Só yíh* 因為/所以

Conjunctions follow a certain sentence structure in Cantonese. To indicate a cause and effect relationship, the pattern *yān waih… só yíh…* can be used.

***yān waih* + Subject + Verb + Object + *só yíh* + Subject + Verb + Object**

Examples:

Yān waih	(Ng)óh	Jouh gwo	Kèih tóu,	**Só yíh**	(Ng)óh	Dāk dou	Gin jing
Because	*I*	*did*	*prayer*	***Therefore***	*I*	*receive*	*testimony*

Yān waih	Yeuk sāt sī maht,	**Só yíh**	(Ng)óh deih	Yáuh	Mō yíh mùhn gīng
Because	*Joseph Smith*	***Therefore***	*we*	*have*	*Book of Mormon*

Basically, *yān waih* and *só yíh* connect two sentences to show a cause and effect relationship, they can be used with other sentence structures as well, as long as *yān waih* is attached to the cause and *só yíh* is attached to the effect.

Examples:

Yān waih	Yeuk sāt sī maht	Jēung	Mō yíh mùhn gīng	Fāan yihk chēut lèih,
Because	*Joseph Smith*		*Book of Mormon*	*translate out*

Só yíh	(Ng)óh deih	Hó yíh	Yáuh	Yùhn Múhn ge	Fūk yām
Therefore	*we*	*can*	*have*	*complete*	*gospel*

For this sentence structure, *yān waih* and *só yíh* do not need to appear together. Either one can be omitted but not both.

Examples:

(Ng)óh	Jouh gwo	Kèih tóu,	**Só yíh**	(Ng)óh	Dāk dou	Gin jing
I	*did*	*prayer*	***Therefore***	*I*	*receive*	*testimony*

Yān waih	Yeuk sāt sī maht,		(Ng)óh deih	Yáuh	Mō yíh mùhn gīng
Because	*Joseph Smith*	*(Therefore)*	*we*	*have*	*Book of Mormon*

One of the substitution for *yān waih* and *só yíh* is *yàuh yū* ("Because") and *yān chí* ("Therefore"). They are used less frequent in spoken form but more in written form.

Examples:

Yàuh yū	Sàhn ge	(Ng)oi,	Gēi dūk	Daai lèih	Suhk Jeuih
Because	*God's*	*love*	*Christ*	*brings*	*atonement*

Gēi dūk	Hēi sāng	Jih géi,	**Yān chí**	(Ng)óh deih	Dōu	Wuíh	Fuhk wuht
Christ	*sacrifice*	*self*	***Therefore***	*we*	*all*	*will*	*resurrect*

28. Although/But – *Sēui yìhn/Daahn haih* 雖然/但係

Another common conjunction used is *sēui yìhn* ("although") and *daahn haih* ("but"). Unlike English, they can be used together or by themselves.

sēui yìhn **+ Subject + Verb + Object +** ***daahn haih*** **+ Subject + Verb + Object**

Examples:

Sēui yìhn Sàhn (Ng)oi (Ng)óh deih, **Daahn haih** Só yáuh yàhn Dōu Yiu Fui goí
Although *God* *loves* *us* ***but*** *everyone* *all* *need* *repent*

Yeuk sāt sī maht Fuhk hīng jó Gaau Wuí, **Daahn haih** Kéuih Hēi sāng jó Sāng mihng
Joseph Smith *restored* *church* ***but*** *He* *sacrificed* *life*

Sēui yìhn (Ng)óh deih M̀h yùhn méih, (Ng)óh deih Hó yíh Bin dāk Gang hóu
Although *we* *not perfect* *we* *can* *become* *better*

Other substitutes for *sēui yìhn* and *daahn haih*:

Although (*attached to cause*)	**But** (*attached to effect*)
sēui yìhn 雖然	daahn haih 但係
jīk gún 即管	bāt gwo 不過
jīk sí 即使	keuk 卻
jauh syun 就算	yìhn yìh 然而

29. If and Consequence – *Yùh gwó/Jauh* 如果/就

Cantonese usually uses *yùh gwó* and *jauh* to deal with assumption, consequence or reaction.

yùh gwó **+ Subject + Verb + Object + Subject +** ***jauh*** **+ Verb + Object**
(assumption) (consequence)

Examples: **Yùh gwó** (Ng)óh deih Gān Chùhng Sīn Jī, (Ng)óh deih **Jauh** Wuíh Dāk dou Bóu wuh
If *we* *follow* *prophet* *we* ***then*** *will* *receive* *protection*

Yùh gwó Móuh Suhk jeuih, (Ng)óh deih **Jauh** Móuh Baahn faat Fuhk wuht
If *have not* *atonement* *we* ***then*** *have not* *way* *resurrect*

Hereare some more conjunctions for the same purpose:

yùh gwó	如果	"If," assuming a situation
gá yùh	假如	Same as *yùh gwó*
yùh gwó m̀h haih	如果唔係	"If not," use very similarly as *yùh gwó*
jí yiu	只要	"As long as," used with a situation or promising
chèuih fēi	除非	"except"
maahn yāt	萬一	"If," usually for assuming situation that are unlikely or bad
jauh	就	"Then," showing consequence or suggesting action
fáu jāk	否則	"Or else," usually use with *chèuih fēi*

Most of these conjunctions are attached to the assumption or condition and are used just like *yùh gwó*, with only *jauh* and *fáu jāk*, which attach to the consequence.

The way to use *fáu jāk* is a little different from *jauh* since it is attached before the subject:

chèuih fēi **+ Subject + Verb + Object +** ***fáu jāk*** **+ Subject + Verb + Object**
(assumption) (consequence)

Examples : **Chèuih fēi** (Ng)óh deih Fui goí, **Fáu jāk** (Ng)óh deih Móuh Baahn faat Dāk gau
Except *we* *repent* ***or else*** *we* *have not* *way* *be saved*

Conjunctions – Because/Therefore, Although/But, If & Consequence Exercise

Connect the clauses from the two columns below with the correct conjunctions:

A	B
Yeuk sāt sī maht Gin gwo Sàhn *Joseph Smith saw God*	Yīng mán Juhng Nàahn *English is more difficult*
(Ng)óh deih Tái m̀h dóu Tīn fuh *We cannot see Heavenly Father*	Hēung góng yàhn M̀h wuíh Choí Néih *Hong Kong people not pay attention to you*
Yāt go Yàhn Séung Yihng sīk Sàhn *One wants to know God*	Kéuih Yī yìhn Sehng yaht Yeuk Kéuih Lóuh Pòh Chēut Gāai *He still always ask his wife out on a date*
Gwong dūng wah Hóu Nàahn *Cantonese is difficult*	(Ng)óh Kyut dihng Dám jó Kéuih *I decided to throw it away*
Néih Yìh gā Fong hei *You now give up*	(Ng)óh deih Hó yíh Gám sauh dou Kéuih ge (Ng)oi *We can feel His love*
Nī bún Syū M̀h Haih Hóu Yáuh yuhng *This book is not very useful*	Kéuih Jī dou Sàhn Chyùhn Joih *He knows that God exist*
Néih M̀h Góng Gwóng dūng wah *You are not speaking Cantonese*	Néih Wíhng yúhn M̀h wuíh Sìhng gūng *You will never succeed*
Néih Haih Chyùhn gaau sih *You are missionary*	Kéuih Yiu Bāt dyun Kèih tóu *He have to pray unceasingly*
Kéuih Git jó Fān *He is married*	Néih M̀h Hó yíh Heui Dihk sih nèih lohk yùhn *You cannot go to the Disneyland*

30. Particles

Particles are usually used in less formal sentences and are used to express attitude in place of intonation of English. They are usually placed at the end of a sentence, but sometimes are placed elsewhere.

Here are some of the common particles:

a	吖, 呀, 啊	Used in questions and exclamation	Néih Giu Māt yéh Méng a? *What is your name?*
bo	噃	Used in exhortation or persuasion	Gei dāk Duhk Gīng màhn bo. *Remember to read the scripture.*
ga	㗎	Stress what stated in a statement	Kéuih Hóu Chūng mìhng ga. *He is very smart.*
ge	嘅	Affirmative	(Ng)óh Hái Méih gwok Lèih ge. *I am from America.*
gwaa	啩	To show doubt	Kéuih m̀h wuíh m̀h Gei dāk gwaa? *He wouldn't forget, would he?*
há	吓	To show surprised, usually used alone.	Há?! Néih M̀h gin jó go (Ng)àhn bāau! *What?! You lose your wallet!*
jē	啫	To play down the significance of something	m̀h haih Hóu Chùhng jē... *It's not very heavy...*
la	喇	Show current relevance	(Ng)óh Fāan lèih la. *I am back.*
lo	咯	Imperative sentence, invitation, similar to *la*	Heui Sihk Faahn lo. *Let's go eat.*
ma	嘛	Show obviousness	(Ng)óh deih Haih Pàhng Yáuh ma. *(Because) We are friends.*
mē	咩	Use in rhetorical question	Néih m̀h haih Chyùhn gaau sih mē? *Aren't you a missionary?*
wo	喎	Similar to *bo*	Gei dāk Duhk Gīng màhn wo. *Remember to read the scripture.*

Sometimes these particles are combined to form new particles, like *ga la*, which is for showing affirmation and resolution at the same time.

There are numerous particles in Cantonese and the best way to learn them is by listening to native speakers and using them.

31. Conjunctions

We have talked about some of the conjunctions in Ch. 26-28. Here, we will look at some others. They are divided into nine categories depending on their function.

Name	Function	Eng. Example
Parallel	Connecting things or object with similar quality together in a parallel manner	and, also
Succession	Connecting usually events in a successive order	first, then
Ascension	Connecting two things, with the later one stronger in intensity	even
Selection	Connecting options of a decision	or, either
Contrastive	Connecting two clause that are opposite to each other	although, but
Assumptive	Connecting an assumption and the consequence of it	if…then…
Conditional	Connecting a condition and the result, or an exception with an obvious result	except
Causality	Connecting a reason and a result	because
Objective	Connecting a purpose and an action	for

Conjunctions like "then" and "either" are placed before the words that are stressed (see examples), while conjunctions that list out objects, like "and" and "or," are simply placed between the objects.

We will discuss each in greater detail.

Parallel (*and, also*):

These are some of the most important conjunctions, including "and" and "also" in English.

Some of these conjunctions are *tùhng*, *tùhng màaih* (same as *tùhng*), *juhng* and *yauh*. They are placed between listed objects.

Examples:

(Ng)óh	**Tùhng**	Wòhng jéung lóuh	Dōu haih	Chyùhn gaau sih
I	***and***	*Elder Wong*	*both are*	*missionary*

Gām yaht	Yáuh	Sā leuht	**Tùhng**	Tōng,	**Juhng**	Yáuh	(Ng)àuh pá
Today	*have*	*salad*	***and***	*soup*	***and also***	*have*	*steak*

Kéuih	Hóu	Chūng mìhng	**Yauh**	Hóu sām,	**Yauh**	Sāang dāk	Hóu	Leng
He/She	*very*	*smart*	***also***	*kindhearted*	***also***	*look*	*very*	*beautiful*

Succession (*first, then, lastly*):

These are usually used for connecting events in order, just like "first" or "then" in English.

They include *sáu sīn*, *gān jyuh*, *jeui hauh*.

Examples:

Sáu sīn	Haih	Mihn fán,	**Gān jyuh**	Haih	Gāi dáan,	**Jeui hauh**	Yiu	Gā	Faat fán
First	*is*	*flour*	***then***	*is*	*egg*	***lastly***	*need*	*add*	*baking soda*

(Ng)óh	Tīng yaht	**Sáu sīn**	Yiu	Heui	Hohk haauh,	**Gān jyuh**	(Ng)óh	Yiu	Fāan gūng
I	*tomorrow*	***first***	*need*	*go*	*school*	***then***	*I*	*need*	*go to work*

Ascension (*not only, even, also*):

These conjunctions do not have a direct translation to English, but they are close to "not only" and "even" in "Not only he is a good student, he is even a good athlete."

One of the structures in this category is *m̀h jí…juhng…*

Examples:

Kéuih	**M̀h jí**	Sīk	Yàuh séui,	**Juhng**	Ló gwo	Jéung
He/She	***not only***	*know*	*swim*	***but also***	*obtained*	*award*

Selection (*or, either*):

These are conjunctions like "or" and "either" which deal with choices.

They include *waahk jé* and *yāt haih jauh… yāt haih jauh…*

Examples;

(Ng)óh deih	Hó yíh	Heui	Dá bō	**Waahk jé**	Heui	Hàahng sāan
We	*can*	*go*	*play ball*	***or***	*go*	*hiking*

Yāt haih jauh	Sihk	Jūng chāan,	**Yāt haih jauh**	Sihk	Sāi chāan
Either	*eat*	*Chinese cusine*	***either (or)***	*eat*	*Western cuisine*

Contrastive (*although, but*):

These have been discussed in Ch. 27- Although/But.

Assumptive (*If, then*):

These have been discussed in Ch. 28- If and Consequence.

Conditional (*then, as long as, only*):

These are included in Ch. 28 If and Consequence, but note that they are different from assumptive conjunctions as they mainly deal with statements or facts while assumptive deals with an assumed situation.

There are mainly two types of conjunctions in this category. The first deals with one situation to one result. Examples are *jí yiu… jauh…*, *jí yáuh… sīn jí wuíh…*

Examples:

Jí yiu	Nóuh lihk	Gūng jok	**Jauh**	Wuíh	Dāk dou	Wuìh bou
As long as	*strive to*	*work*	***(then)***	*will*	*obtain*	*reward*

Jí yáuh	Gān chùhng	Sīn jī	**Sīn jí wuíh**	Daai béi	(Ng)óh deih	Jūk fūk
Only	*follow*	*prophet*	***(then) will***	*bring*	*us*	*blessing*

Another kind deals with result that will happen with any condition, they include *mòuh leuhn… dōu…*

***mòuh leuhn* + Subject + Verb + Object + Subject + *dōu* + Verb + Object**

Examples:

Mòuh leuhn	(Ng)óh deih	Haih	Bīn go,	Sàhn	**Dōu**	(Ng)oi	(Ng)óh deih
No matter	*we*	*are*	*who*	*God*	***(still)***	*loves*	*us*

Causality (*because, therefore*):

These have been discussed in Ch. 26 Because/Therefore

Objective (*For the purpose of, in order to*):

These have to do with a cause or a reason connected to an action. The most common one is *wuih jó*.

Examples:

Waih jó	Sàhn ge	Fūk yām,	Yeuk sāt sī maht	Hēi sāng jó	Jih géi ge	Sāng mihng
(For)	*God's*	*gospel*	*Joseph Smith*	*sacrifice*	*self's*	*life*

Appendix I – Common Prepositions in Chinese

Since the Chinese structure their sentences according to characters, this section attempts to explore a couple characters, most of these characters are prepositions.

The following words are most often used to form prepositional phrases.

Note that this is backwards from English, where prepositional phrases are placed ***following*** the verb and object. In Chinese, there are two places where the prepositional phrases can go.

The first case is treating the prepositional phrase like a place and is placed before the verb. This is the case for most prepositional phrases.

	Prepositional Phrase			
Subject	**Preposition**	**Noun**	**Verb**	**Object**
Sàhn *God*	Waih *for*	Ngóh deih *us*	Jéun beih *prepared*	Gau yān gai waahk *plan of salvation*
Kéuih *He*	Deui *in*	Fūk yām *gospel*	Yáuh móuh *have/ not have*	Hing cheui? *interest*?

The second case is placing the prepositional phrase after the verb and object, like in English. This is only used if the prepositional phrase is the goal or target of the action, like when using "to" in English.

			Prepositional Phrase	
Subject	**Verb**	**Object**	**Preposition**	**Noun**
Ngóh Sīn sāang *My husband*	Máaih *buy*	Sāam *clothes*	Béi *to (give)*	Ngóh *me*
Gā tìhng Gaau douh Gaau sī *Home teachers*	Jā *drive*	Chē *car*	Heui *to*	Ngóh Ūk kéi *my home*

Some of the sentences do not have their meaning changed if the prepositional phrase is placed at the end, like the first one. However, some sentences, like the second one will change the meaning of the sentences.

In the second one, if we place the prepositional phrase before the verb, it would mean "The home teachers came to my home to drive" instead of "The home teachers drive to my home."

Following is a list of prepositions that are common in Mandarin:

***Heui* (去)**

Meaning: 1) *to, to go*

Examples:

	Subject	Verb	Object	Preposition	Noun
1)	Kéuih *He*	Sung *sent*	Bou jí *newspaper*	***Heui*** **to**	Ngóh Ūk kéi *my home*

***Lèih* (嚟)**

Meaning: 1) *to come*

Examples:

	Subject	Preposition	Noun	Verb	Object
1)	Chuán jiào shì *Missionaries*	***Lái*** ***come to***	Ngóh Ūk kéi *my home*	Chī *eat*	Fàn *meal*

***Tòhng* (同)**

Meaning: 1) *to, targeting*

Examples:

	Subject	Preposition	Noun	Verb	Object
1)	Ngóh *I*	***Tòhng*** ***to***	Kéuih *him*	Góng… *said…*	

***Deui* (對)**

Meaning: 1) *in, into something (Ex. Faith in, Interested in)*

Examples:

	Subject	Preposition	Noun	Verb	Object
1)	Ngóh *I*	***Deui*** ***in***	Yèh sōu Gēi dūk *Jesus Christ*	Yáuh *have*	Seun sām *faith*

***Heung* (向)**

Meaning: 1) *towards, heading for that direction*

Examples:

	Subject	Preposition	Noun	Verb	Object
1)	Tīn fuh *Heavenly Father*	***Heung*** **to**	Yeuk sāt Sī maht *Joseph Smith*	Hín yihn *appears*	

***Waih* (為)**

Meaning: 1) *for, doing something for someone*

Examples:

	Subject	Preposition	Noun	Verb	Object
1)	Yèh sōu Gēi dūk *Jesus Christ*	***Waih*** ***for***	Ngóh deih *us*	Suhk jeuih *atone*	

***Béi* (俾)**

Meaning: 1) *to, to give* 2) *let*

Examples:

	Subject	Verb	Object	Preposition	Noun
1)	Ngóh *I*	Daai *bring*	Ngh chāan *lunch*	***Béi*** **to**	Néih *you*

	Subject	Preposition	Noun	Verb	Object
2)	Kéuih *He*	***Béi*** **let**	Néih *you*	Tái *look at*	Kéuih ge Syū *his book*

***Bōng* (幫)**

Meaning: 1) *for, to help*

Examples:

	Subject	Preposition	Noun	Verb	Object
1)	Ngóh *I*	***Bōng*** **help**	Néih *you*	Jyú *cook*	Faahn *meal*

Answer Key Content

Answer – Romanization & Pronunciation Exercise 98
Answer – Basic Grammar Exercise 101
Answer – Common Words – Question Words and Pronouns Exercise 102
Answer – "To Be" Verb – *Haih* Exercise 104
Answer – Yes/No Questions Exercise 105
Answer – "At" Verb – *Hái* Exercise 106
Answer – Prepositions Exercise 107
Answer – Expressing Time and Date Exercise 107
Answer – "When," "Before," "After" Exercise 108
Answer – "Have" – *Yáuh* Exercise 108
Answer – Intensifier Exercise 109
Answer – Possessive and Descriptive Exercise 110
Answer – Comparison – Expressing "More" – *Gwo* Exercise 111
Answer – Comparison – Expressing "As Much As" and "Less" Exercise 112
Answer – Classifiers Exercise 113
Answer – Helping Verbs Exercise 114
Answer – Resultative Complements Exercise 115
Answer – Verb Conjugation Exercise 116
Answer – Passive Voice Exercise 117
Answer – Disposal Construction Exercise 117
Answer – Conjunction – Because/Therefore, Although/But, If & Consequence Exercise 118

Answer – Romanization & Pronunciation Exercise

Try saying the following combination of initials and finals (note that no tones are marked in this part)

The following parts would be shown in characters, so you can ask a native speaker for help (they don't read Romanization). If you do not have a native speaker to help, try to search for these sounds on the following website:

http://humanum.arts.cuhk.edu.hk/Lexis/lexi-can/

巴	靴	光	葵	霜	貓	惡	律
個	拍	靚	我	中	雪	張	框
咩	你	梯	應	菊	乖	鋪	水
知	分	求	約	女	悲	嘣	亨
大	書	會	域	愛	超	專	參

Fill in the blanks to finish the following chart:

1st tone	High tine	gāng	更
3rd tone	Middle tone	fa	化
5th tone	Low rising	(ng)óh	我
6th tone	Low tone	daaih	大
2nd tone	Middle rising	séui	水
2th tone	Middle rising	séung	想
5th tone	Low rising	léuih	裏
4th tone	Low falling	sàhn	神
4th tone	Low falling	fàhn	焚
6th tone	Low tone	dihn	電

The First Vision

我看見一道光柱,

正在我的頭上，

比太陽的光還亮，

緩緩降下來，

直到落在我身上。

光停在我身上時，

我看見兩位人物，

站在我上面的空中，

其光輝和榮耀無法形容。

其中一位對我說話，

叫著我的名字，

指著另一位說：「這是我的愛子，聽祂說。」

Here are some sounds that always get confusing. Try saying the pairs below:

b-p:	j-ch:	n-l:
霸 – 怕	遮 – 車	你 – 李
拜 – 派	知 – 癡	泥 – 黎
百 – 拍	渣 – 差	尼 – 離
悲 – 披	詛 – 錯	諾 – 樂
煲 – 鋪	租 – 粗	

ng-n-(none):

牙 – 拿 – 啊

勾 – 嬲 – 區

鵝 – 挪 – 哦

傲 – 怒 – x

外 – 內 – x

aai-ai :

(time vs kite)

猜 – 妻

街 – 雞

快 – 廢

孩 – 奚

涯 – 危

aau-au:

(how vs house)

抄 – 秋

餃 – 九

考 – 口

靠 – 扣

驟 – 就

o-ou:

(saw vs sew)

波 – 煲

多 – 都

歌 – 高

可 – 好

駝 – 圖

ok-uk:

(rock vs rook)

薄 – 瀑

學 – 酷

落 – 六

莫 – 木

ot-ut:

(hot vs hoot)

no pair comparison

try the following words:

1. 渴, 割

2. 沒, 活

eui-oi:

居 – 該

翠 – 菜

雷 – 來

雖 – 鰓

最 – 再

Answer – Basic Grammar Exercise

In the following sentences, please identify the part of the bolded part:

Examples: Last night, I did **homework** at the library A: Object

1. **Missionaries** are teaching a lesson. Answer: Subject
2. Missionaries are **teaching** a lesson. Answer: Verb
3. I am studying **at my friend's home**. Answer: Place
4. We went to Disneyland **last week**. Answer: Time
5. I have a black **cat**. Answer: Object
6. I have a **black** cat. Answer: Descriptor/Adjective
7. **This** dog is John's. Answer: Specifier
8. We went to **Disneyland** last week. Answer: Object
9. I will go to his place **from school**. Answer: Place
10. He gave me a **Book of Mormon**. Answer: Object/Direct Object

Please arrange the following sentence in order following the **STPVO** rule:

Examples: Last night, I did homework at the library → I last night at the library did homework

1. I did not eat lunch today

   I today did not eat lunch

2. I am studying at my friend's home

   I at my friend's home studying

3. He gives me a Book of Mormon

   He gives a Book of Mormon me

4. I saw you at church last Sunday

   I last Sunday at church saw you

5. We will talk to people on this street tomorrow

   We tomorrow on this street will talk to people

Using the table, translate the following sentences:

1. Ngóh Gām yaht Hái Ūk kéi Duhk Gīng màhn
2. Ngóh Chàhm yaht Hái Mouh douh jé Ūk kéi Sihk Máahn chāan
3. Ngóh deih Tīng yaht Hái Gāai Gaau Fūk yām

Answer – Common Words – Question Words and Pronouns Exercise

Please substitute the bolded word from the following sentences with corresponding question words:

Examples: **Last night**, I did homework at the library A: Géi sìh

1. This is a **cat** Answer: Māt yéh
2. This is a **black** cat Answer: Dím Yéung
3. I saw **you** at church last Sunday Answer: Bīn go
4. We will talk to **ten** people on this street tomorrow Answer: Géi dō
5. I am studying **at my friend's home** Answer: Bīn douh
6. I saw you at a **big** chapel last Sunday Answer: Dím Yéung
7. I am studying at **my friend**'s home Answer: Bīn go
8. I did not eat lunch **today** Answer: Géi sìh
9. I brought this in the mall **close to where I live** Answer: Bīn/ Bīn douh
10. I am going to **Disneyland** tomorrow Answer: Bīn douh

Please arrange the following questions in order following the STPVO rule:

Examples: Where did you go last night → You last night Where go

1. What are you reading at the library last night?

   You last night at the library reading what?

2. What are you going to do tomorrow?

   You tomorrow going to do what?

3. Who were you talking to?

   You were talking to who?

4. Where do you go to work?

   You where go to work?

5. Who make you cake last week?

   Who last week make cake you?

For the following chart, finish either the question or answer with the words provided below:

(Hint: First underline the question word/answer and pronoun before trying to do the exercise)

Q	Néih Gām yaht Yiu Heui Bīn douh?	A	Ngóh Gām yaht Yiu Heui **Pàhng yáuh ge Ūk kéi**
Q	Néih Nī go Sīng kèih yaht Yiu Jouh Māt yéh?	A	Ngóh Nī go Sīng kèih yaht Yiu **Duhk syū**
Q	Néih Sihk jó **Géi dōu** go Pìhng gwo?	A	Ngóh Sihk jó Baat go Pìhng gwo.
Q	Néih Géi sìh Yiu Fāan gūng?	A	Ngóh **Seuhng jau Sahp dím jūng** Yiu Fāan gūng.
Q	Néih deih Gaau wuí Hái **Bīn douh**?	A	Ngóh deih Gaau wuí Hái Mahk dōng lòuh Gaak lèih.
Q	Kéuih Haih **Bīn go**? / Kéuih Haih **Bīn go ge Pàhng yáuh**?	A	Kéuih Haih Ngóh ge Pàhng yáuh.
Q	Néih Gok dāk Gaau wuí Dím yéung?	A	Ngóh Gok dāk Gaau wuí **Hóu hóu**.

Answer – "To Be" Verb – *Haih* Exercise

Determine if the word *haih* is needed or not in the following cases:

1. (Ng)óh _haih_ Méih gwok yàhn
   I American
2. Nī go _haih_ (Ng)óh ge Pàhng yáuh
   This my friend
3. Kéuih __×__ Hóu Chūng mìhng
   He very smart
4. Néih __×__ Duhk Gīng màhn
   You read scripture
5. Néih deih _haih_ Bīn go?
   You who?
6. Yeuk sāt sī maht _haih_ Sīn jī
   Joseph Smith prophet
7. Fūk yām _haih_ Jān saht ge
   Gospel true
8. Fūk yām __×__ Juhng yiu
   Gospel important

Some of the following sentences have mistakes, if so, mark where the mistake are. If not, just write correct:

1) Kéuih Góng ge Yéh Haih Yáuh lihk.
   "Convincing" is an adjective, the word* Haih *should not be used
2) Chàhn gā tìhng Jyuh ge Daaih hah Haih Luhk sīk.
   Although the adjective "green" can use* Haih, *the word* ge *is needed
3) Correct
4) Kéuih Haih Hoī sām.
   Again,* Haih *is not used with an adjective
5) Correct
6) Correct
7) Tīn fuh Haih Ngoi Néih.
   The word* Haih *should not be used with another verb
8) Ngóh Jī dou Kéuih Haih Gōu.
   Haih *is not used with an adjective*

Answer – Yes/No Questions Exercise

Change the following words into its Yes/No Form:

Hái *to be at*	Hái m̀h hái	Gōu *tall*	Gōu m̀h gōu	Yàuh séui *to swim*	Yàuh m̀h yàuh séui
Tái *to read*	Tái m̀h tái	Leng *pretty*	Leng m̀h leng	Jouh Kèih tóu *to pray*	Jouh m̀h jouh Kèih tóu
Jouh *to do*	Jouh m̀h jouh	Mòhng *busy*	Mòhng m̀h mòhng	Sìhng saht *honest*	Sìhng m̀h sìhng saht
Góng *to speak*	Góng m̀h góng	Jī dou *to know*	Jī m̀h jī dou	Sān fú *toilsome*	Sān m̀h sān fú
Wuíh *will*	Wuíh m̀h wuíh	Sēung seun *to believe*	Sēung m̀h sēung seun	Hahng fūk *happy, blessed*	Hahng m̀h hahng fūk
Hóu *well*	Hóu m̀h hóu	Cheung gō *to sing*	Cheung m̀h cheung gō	Chūng mìhng *smart*	Chūng m̀h chūng mìhng

Make the following sentences into Yes/No questions using both methods:

Example: You are missionary → Néih Haih Chyùhn gaau sih & Néih Haih Chyùhn gaau sih ma?

1. (Ng)óh Haih m̀h haih Méih gwok yàhn? (Ng)óh Haih Méih gwok yàhn a?
2. Néih Duhk m̀h duhk Gīng màhn? Néih Duhk Gīng màhn a?
3. Kéuih Hahng m̀h hahng fūk? Kéuih Hahng fūk a?
4. (Ng)óh deih Sēung m̀h sēung seun Sàhn? (Ng)óh deih Sēung seun Sàhn a?
5. Néih deih Haih m̀h haih Gaau wuí sìhng yùhn? Néih deih Haih Gaau wuí sìhng yùhn a?
6. Nī go Haih m̀h haih Kéuih ge Sīn sāang? Nī go Haih Kéuih ge Sīn sāang a?
7. Kéuih deih Chūng m̀h chūng mìhng? Kéuih deih Chūng mìhng a?

Extra Mile:

Translate the following questions into the yes/no form:

1. Néih Gin m̀h gin dóu Ngóh bún Syū?
2. Néih Jaahp m̀h jaahp gwaan Hēung góng?
3. Néih Hó m̀h hó yíh Bōng Ngóh Yíng séung?

Answer – "At" Verb – *Hái* Exercise

Determine if the following sentences should use *haih*, *hái*, or nothing else:

1. (Ng)óh ___hái___ Yī yún
   I hospital

2. Néih __haih__ Yī sāng
   You doctor

3. Kéuih __×__ Heui Hohk haauh
   He go school

4. Nī go __haih__ Tòuh syū gún
   This library

5. Néih deih ___hái___ Tòuh syū gún
   You library

6. (Ng)óh Sīng kèih yaht __×__ Fāan Gaau wuí
   I Sunday go church

With the help of the word list, try to locate the following people:

1. Tom hái Yàuh guhk
2. Nancy hái Chāan tēng
3. Bob hái Baahn gūng sāt
4. Ken hái Ba sih jaahm

With the help of the word list, try to add the location in the following sentences:

1. Màh mā hái Chèuih fóng Jyú faahn
2. Gòh gō hái Seuih fóng Fan gaau
3. Bàh bā Chàhm máahn hái Haak tēng Tái dihn sih
4. Muìh muí hái Chi só Chaat (ng)àh

Answer – Prepositions Exercise

Answer the following questions:

1. Hùhng síu jé Hái Wòhng sīn sāang ge Seuhng mihn
2. Laahm taai táai Hái Luhk sīn sāang ge Hauh mihn
3. Máh louh Hái Daaih hah ge Jūng gāan
4. Jūng gaau sauh Hái Hùhng síu jé ge Gaak lèih/ Jó mihn
5. Hùhng síu jé Hái Luhk sīn sāang ge Deui mihn

1. Wòhng sīn sāang Hái Hùhng síu jé
2. Luhk sīn sāang Hái Laahm taai táai ge Chìhn mihn
3. Daaih hah Hái Máh louh ge Gaak lèih
4. Hùhng síu jé Hái Jūng gaau sauh ge Gaak lèih/ Yauh mihn
5. Luhk sīn sāang Hái Hùhng síu jé ge Deui mihn

1. Hùhng síu jé Hái Wòhng sīn sāang ge Seuhng mihn Jyuh
2. Laahm taai táai Hái Luhk sīn sāang ge Hauh mihn Jyuh
3. N/A
4. Jūng gaau sauh Hái Hùhng síu jé ge Gaak lèih/ Jó mihn Jyuh
5. Hùhng síu jé Hái Luhk sīn sāang ge Deui mihn Jyuh

Answer – Expressing Time and Date Exercise

Report the following times:

1. Sāam dím Sei sahp ńgh fān
2. Gáu dím Sahp luhk fān
3. Sahp yih dím Lìhng chāt fān
4. Luhk dím Yih sahp fān
5. Léuhng dím Bun
6. Sahp dím Sei sahp fān

1. Lihng sàhn or Haah jau
2. Sehung jau or Yeh máahn
3. Jūng ńgh or Bun yeh

Report the following dates:

1. Yih lìhng yāt yih nìhn Luhk yuht Yih sahp yih houh
2. Yāt gáu yāt baat nìhn Sahp Yuht Sāam houh
3. Yāt gáu chāt baat nìhn Gáu Yuht Sāam sahp houh
4. Yāt baat lìhng ńgh nìhn Sahp yih yuht Yih sahp sāam houh

Answer – “When,” “Before,” “After” Exercise

Translate the following clauses:

1. Yeuk sāt sī maht Gin dóu Sàhn ge Sìh hauh…
2. (Ng)óh Duhk Gīng màhn ge Sìh hauh…
3. Sīn jī Fān héung Gin jing Jī hauh…
4. (Ng)óh deih ge Jóu sīn Séi (jó) Jī hauh…*
5. (Ng)óh deih Chēut sai Jī chìhn…
6. Yeuk sāt sī maht Jī chìhn…

*The word *jó* is usually used here to indicate a past event. This will be discussed in Ch. 21

Match the above clauses with these sentences and rewrite them by putting the correct clauses:

1a. Yeuk sāt sī maht Gin dóu Sàhn ge Sìh hauh, Kéuih Mahn Sàhn Bín go Gaau wuí Haih Jān saht ge

1b. Yeuk sāt sī maht Hái Gin dóu Sàhn ge Sìh hauh Mahn Sàhn Bín go Gaau wuí Haih Jān saht ge

2a. (Ng)óh Duhk Gīng màhn ge Sìh hauh, (Ng)óh Gám sauh dóu Sing lìhng

2b. (Ng)óh Hái Duhk Gīng màhn ge Sìh hauh Gám sauh dóu Sing lìhng

3a. Sīn jī Fān héung Gin jing Jī hauh, Wuih jung Cheung “Gám jeh sàhn chi (ng)óh mùhn sīn jī”

3b. Wuih jung Hái Sīn jī Fān héung Gin jing Jī hauh Cheung “Gám jeh sàhn chi (ng)óh mùhn sīn jī”

4a. (Ng)óh deih ge Jóu sīn Séi jó Jī hauh, (Ng)óh deih Heui Sing dihn Jāp Hàhng Gaau yìh

4b. (Ng)óh deih Hái (Ng)óh deih ge Jóu sīn Séi jó Jī hauh Heui Sing dihn Jāp Hàhng Gaau yìh

5a. (Ng)óh deih Chēut sai Jī chìhn, Yèh sōu gēi dūk Sìhng wàih Gau jyú

5b. Yèh sōu gēi dūk Hái (Ng)óh deih Chēut sai Jī chìhn Sìhng wàih Gau jyú

6a. Yeuk sāt sī maht Jī chìhn, Jān saht ge Gaau wuí M̀h hái Sai seuhng

6b. Jān saht ge Gaau wuí Hái Yeuk sāt sī maht Jī chìhn M̀h hái Sai seuhng

Answer – “Have” – *Yáuh* Exercise

Translate the following sentences:

1. (Ng)óh Yáuh Chē
2. Néih Yáuh móuh Fo chihng
3. Kéuih Móuh Dihn Wah
4. Néih deih Yáuh móuh Wuh jiu
5. Kéuih deih Móuh Jih dín
6. (Ng)óh deih Yáuh Gīng màhn

Answer – Intensifier Exercise

Determine if the following sentences should use *haih*, *hái*, an intensifier or nothing at all:

1. (Ng)óh __hái__ Tìhng chē chèuhng
   I *car park*

2. Néih __hóu__ Leng
   You *beautiful*

3. (Ng)oh deih __haih__ Chyùhn gaau sih
   We *missionary*

4. Sing gīng __haih__ Jān saht ge
   The Bible *true*

5. Sing gīng __×__ Gaau douh (Ng)óh deih Jān Léih
   The Bible *teaches* *us* *truth*

6. Sing gīng __hóu__ Háuh
   The Bible *thick*

7. Nī sáu Gō __hóu__ Hóu tēng
   This *song* *good to listen*

8. Kéuih __haih__ Hóu Hóu ge Chyùhn gaau sih
   He *very good* *missionary*

Rewrite the following sentences with the given descriptor to describe the action:

(Ng)óh Yàuh séui Yàuh dāk ↓ Hóu Maahn

Néih Góng Dihn wah Góng dāk ↓ Hóu Chòuh

Kéuih Séuhng Tòhng Séuhng dāk ↓ Hóu Jyūn sām

Lóuh sī Gaau Syū Gaau dāk ↓ Hóu Chīng chó

(Ng)óh deih Dá bō Dá dāk ↓ Hóu Guih

<u>Part C</u>

(Ng)óh Yàuh séui Yàuh dāk Maahn m̀h maahn

Néih Góng Dihn wah Góng dāk Chòuh m̀h chòuh

Kéuih Séuhng Tòhng Séuhng dāk Jyūn m̀h jyūn sām

Lóuh sī Gaau Syū Gaau dāk Chīng m̀h chīng chó

(Ng)óh deih Dá bō Dá dāk Guih m̀h guih

Answer – Possessive and Descriptive Exercise

Place the word *ge* in the correct location (can be more than one) or place a check mark if it does not need it:

1. Hùhng sīk **ge** Gīng màhn
2. Hóu Mòhng **ge** Chyùhn gaau sih
3. Kéuih Hóu Sāi leih
4. (Ng)óh deih Tīn seuhng Chān (ng)oi **ge** Fuh
5. Hóu Dō Hóu Hóu meih **ge** Sihk maht
6. Nī go Baahk sīk **ge** Dihn Wah Haih (Ng)óh **ge**
7. (Ng)óh Gòh gō **ge** (Ng)ūk kéi Haih Baahk sīk **ge**
8. (Ng)óh Gām yaht Hái Yāt go Pàhng yáuh **ge** Syū dim Fāan gūng
9. M̀h Sēung seun Fūk yām **ge** Yàhn Móuh Baahn Faat Fāan heui Sàhn **ge** Sān bīn
10. Néih **ge** Pàhng yáuh Yiu Wán Deui mihn **ge** Chàhn Yī sāng Ló Sāam yaht **ge** Yeuhk
11. Sáu gēi Hái Toí **ge** Seuhng mihn
12. Chàhn gā tìhng Hái Ngóh Ūk kéi **ge** Deui mihn

Extra Mile:

1. **dím yéung** ge Gīng màhn?
2. **dím yéung** ge Chyùhn gaau sih?
3. Kéuih **dím yéung**?
4. **dím yéung** ge Fuh?
5. **dím yéung** ge Sihk maht?
6. Nī go Baahk sīk ge Dihn Wah Haih **Bīn go** ge?
7. *Néih* Gòh gō ge (Ng)ūk kéi Haih **dím yéung** ge?
8. *Néih* Gām yaht Hái **Bīn go** ge Syū dim Fāan gūng?
9. **Dím yéung** ge Yàhn Móuh Baahn Faat Fāan heui Sàhn ge Sān bīn?
10. Ngóh ge Pàhng yáuh Yiu Wán **Bīn douh** ge Chàhn Yī sāng Ló Sāam yaht ge Yeuhk
11. Sáu gēi Hái **Bīn douh**?
12. Chàhn gā tìhng Hái **Bīn douh**?

Please add the following words or phrases in the bracket to the sentences in order:

Yeuk sāt sī math Gin dóu **Fuhk wuht houh ge** Sī sái yeuk hohn

(Ng)óh deih Yiu **Nóuh lihk gám** Jēun sáu **Sàhn ge** Gaai mihng, Sīn Hó yíh Fāan dou Sàhn ge Sān bīn

Jí yiu **Jí sai gám** Yìhn duhk Mo yíh mùhn gīng, Jauh Hó yíh Mìhng baahk Sàhn ge Gai waahk **ge yi yih**

(Ng)óh Wuíh Heui Hohk Haauh **Sān daaih làuh ge Wuht duhng**

Answer – Comparison – Expressing “More” – *Gwo* Exercise

Use the following words to write sentences according to the instruction on the left:

1. (Ng)óh Chūng mìhng **Gwo** Néih
2. Nèih fēi Daaih jek **Gwo** Lāai maahn
3. Sīn kēui jé Yáuh seun sām **Gwo** (Ng)óh deih
4. Sīn jī Lóuh **Gwo** Ngóh Yèh yé
5. Hon bóu bāau Hóu sihk **Gwo** Jūng gwok choi
6. Néih Sāi leih **Gwo** Chīu yàhn

Rewrite the following sentence according to the instructions on the left:

1. Kéuih Séuhng Tòhng Séuhng dāk Jyūn sām **Gwo** Néih
2. Néih deih Dá bō Dá dāk Guih **Gwo** Fāan gūng
3. Lóuh sī Gaau Syū Gaau dāk Chīng chó **Gwo** Gīng màhn
4. (Ng)óh Tái Syū Tái dāk Dō **Gwo** Gaau sauh
5. Néih Góng Dihn wah Góng dāk Chòuh **Gwo** Deih pùhn
6. Kéuih Jyú Faahn Jyú dāk Hóu sihk **Gwo** Daaih chéui

Answer – Comparison – Expressing “As Much As” and “Less” Exercise

Use the following words to write sentences according to the instruction on the left:

1. (Ng)óh **hóu chíh** Néih **Gam** Chūng mìhng
2. Lāai maahn **Móuh** Nèih fēi **Gam** Daaih jek
3. (Ng)óh deih **Yáuh móuh** Sīn kēui jé **Gam** Yáuh seun sām
4. Sīn jī **Yáuh móuh** Ngóh Yèh yé **Gam** Lóuh
5. Hon bóu bāau **Móuh** Jūng gwok choi **Gam** Hóu sihk
6. Néih **hóu chíh** Chīu yàhn **Gam** Sāi leih

Rewrite the following sentence according to the instructions on the left:

1. Kéuih Séuhng Tòhng Séuhng dāk **hóu chíh Néih Gam** Jyūn sām
2. Néih deih Dá bō Dá dāk **Yáuh móuh Fāan gūng Gam** Guih
3. Lóuh sī Gaau Syū Gaau dāk **Móuh Gīng màhn Gam** Chīng chó
4. (Ng)óh Tái Syū Tái dāk **Móuh Gaau sauh Gam** Dō
5. Néih Góng Dihn wah Góng dāk **hóu chíh Deih pùhn Gam** Chòuh
6. Kéuih Jyú Faahn Jyú dāk **Yáuh móuh Daaih chéui Gam** Hóu sihk

Answer – Classifiers Exercise

Write the corresponding classifier with the following objects:

(*Try even if you are not sure*)

Go	Tìuh	Bá	Faai	Go/Bouh
Bouh	Jēung	Go	Go	Tìuh
Bún	Tìuh	Jī	Tìuh	Tìuh
Jek	Jek	Gihn/Go*	Jek	Jek
Gihn	Jī/Bá	Gāan	Go	Faai
Gāan	Lāp	Jēung	Jēung	Tìuh
Faai	Bún	Faai	Tìuh	Lāp
Jī	Bouh	Go	Tìuh	Jek

*Note: While *Daahn gōu* can use either classifier, they are not interchangeable, *gihn* would mean a slice or cut of the cake and *go* would mean a whole cake.

Try to translate the following lines:

1. Yāt Go Yàhn
2. Léuhng Jek Sáu
3. Sahp Bouh Sái yī gēi
4. Ńgh Tìuh Fu
5. Nī Jek Māau
6. Gó Tìuh Louh
7. Nī Sahp Jī Chā
8. Nī Baat Tìuh Kwàhn
9. Gó Sāam Tìuh Géng lín
10. Gó Luhk Faai Bou

Answer – Helping Verbs Exercise

Translate the following sentences with the helping verbs in them:

1. Ngóh Séung Máaih Nī bouh Chē

2. Néih Hó yíh Gaau Ngóh Fūk yām
    a. Néih Hó m̀h hó yíh Gaau Ngóh Fūk yām

3. Néih Sīk Yàuh séui
    a. Néih M̀h sīk Yàuh séui

4. Kéuih Yiu Fāan Gūng
    a. Kéuih M̀h sái Fāan Gūng

5. Néih Yuhn yi Jip sauh Sái láih
    a. Néih Yuhn m̀h yuhn yi Jip sauh Sái láih

Reorganize the following words into grammatically correct sentences:

1. Sīk (*know*) / Làahm kàuh (*basketball*) / Ngóh (*I*) / Dá (*play*)

    Ngóh Sīk Dá Làahm kàuh

2. Séung (*to want*) / Tái (*to read*) / Syū (*book*) / Ngóh (*I*) / Hái Ngōk kéi (*at home*)

    Ngóh Séung Hái Ngōk kéi Tái Syū

3. Yuhn yi (*willing*) / Gaau wuí (*church)* / Tīng yaht (*tomorrow*) / Néih (*you*) / Lèih (*to come*) / ma

    Néih Tīng yaht Yuhn yi Lèih Gaau wuí ma?

4. Hó yíh (*can*) / Néih (*you*) / Ngóh (*I*) / Seun (*letter*) / ma / Bōng (*to help*) / Gei (*to send*)

    Néih Hó yíh Bōng Ngóh Gei Seun ma?

5. Hó yíh (*can*) / Yàuh séui (*to swim*) / Chyùhn gaau sih (*missionaries*) / M̀h (*not*)

    Chyùhn gaau sih M̀h Hó yíh Yàuh séui

6. Séung (*to want*) / Gām yaht (*today*) / Ngóh (*I*) / M̀h (*not*) / Sihk faahn (*to eat*) / Hái Ngōk kéi (*at home*)

    Ngóh Gām yaht M̀h Séung Hái Ngōk kéi Sihk faahn

Answer – Resultative Complements Exercise

For the following combination of verbs and resultative verbs, write the meanings in English:

1. Tái (*to read*) + yùhn — Answer: *finished reading*
2. Yuhng (*to use*) + saai — Answer: *used up*
3. Tái (*to see*) + chīng chó — Answer: *see clearly*
4. Tēng (*to hear*) + dóu — Answer: *heard*
5. Hohk (*to learn*) + gwo — Answer: *learned (before)*
6. Daai (*to bring, carry*) + jyuh — Answer: *carry alone*
7. Yám (*to drink*) + jó — Answer: *drank*
8. Sé (*to write*) + jyuh — Answer: *written (as on a sign/in a book)*
9. Jouh (*to do*) + cho jó — Answer: *did wrong*
10. Yuh (*to meet*) + dóu gwo — Answer: *meet (before)*

By adding the resultative verb, match the following sentences with the meanings in the brackets:

1. Ngóh Tēng **dóu** Kéuih deih Cheung gō
2. Ngóh deih Sihk **yùhn** faahn Jī hauh Chēut heui Saan bouh
3. Sái tòuh séui Yuhng **saai**, M̀h goī Néih Heui Máaih Sān ge
4. Dō jeh Néih, Ngóh Sihk **gau** la
5. Ngóh Heui **gwo/jó** Sing dihn
6. Kéuih Bōng Ngóh Ló **jyuh** go Doí
7. Ngóh deih Móuh Hohk **gwo** Jūng mán, Só yíh Tēng **m̀h mìhng** Néih góng ge yéh
8. Ngóh Yāt jihk Tái **jyuh** Mùhn hóu, Juhng meih Tái **dóu** Kéuih Chēut lèih

Answer – Verb Conjugation Exercise

Determine if the bolded verb in the following sentences should be conjugated with *jo* or *gwo*:

1. Gwo
2. Jó
3. Jó
4. Gwo

Translate the following sentences with the tense in parentheses:

1. (Ng)óh Tái Gán Mō yíh mùhn gīng
2. (Ng)óh Wuíh Heui Yàuh séui
3. Néih Góng yùhn Dihn wá Meih?
4. (Ng)óh Meih Sihk Faahn
5. (Ng)óh Meih Gin gwo Kéuih Siu
6. Kéuih deih Jáu saai
7. Néih Wuíh m̀h wuíh heui Chyùhn douh?
8. (Ng)óh M̀h haih Hohk gán Faat mán
9. Néih Jouh yùhn Gā mouh Meih?
10. (Ng)óh Meih Séuhng saai Tòhng

Answer – Passive Voice Exercise

First determine if *béi* or *yàuh* should be used in the following sentences, then change them into passive voice:

1. Ga Lēi **Béi** (Ng)óh Sihk jó
2. Gīng màhn **Yàuh** Sīn jī Sé
3. Sing jīk Kyùhn beng Hái Yèh sōu gēi dūk Séi jó Jī hauh **Béi** Sàhn Sāu fāan
4. Gām yùh Tùhng Tou jái Muíh yaht Dōu Yiu **Yàuh** (Ng)óh Wai
5. (Ng)óh deih **Yàuh** Chìh yáuh Kyùhn beng ge Yàhn On sáu, (Ng)óh deih Sīn Hó yíh Jāp hàhng Gaau yìh
6. Go dī Mihn Fán **Béi** (Ng)óh Yuhng jó Lèih Jíng Mihn bāau

1. Ga Lēi *M̀h haih* **Béi** (Ng)óh Sihk jó
2. Gīng màhn *M̀h haih* **Yàuh** Sīn jī Sé
3. Sing jīk Kyùhn beng Hái Yèh sōu gēi dūk Séi jó Jī hauh *M̀h haih* **Béi** Sàhn Sāu fāan
4. Gām yùh Tùhng Tou jái Muíh yaht Dōu Yiu *M̀h haih* **Yàuh** (Ng)óh Wai
5. (Ng)óh deih *M̀h haih* **Yàuh** Chìh yáuh Kyùhn beng ge Yàhn On sáu, (Ng)óh deih Sīn Hó yíh Jāp hàhng Gaau yìh
6. Go dī Mihn Fán *M̀h haih* **Béi** (Ng)óh Yuhng jó Lèih Jíng Mihn bāau

1. Ga Lēi *Haih m̀h haih* **Béi** (Ng)óh Sihk jó
2. Gīng màhn *Haih m̀h haih* **Yàuh** Sīn jī Sé
3. Sing jīk Kyùhn beng Hái Yèh sōu gēi dūk Séi jó Jī hauh *Haih m̀h haih* **Béi** Sàhn Sāu fāan
4. Gām yùh Tùhng Tou jái Muíh yaht Dōu Yiu *Haih m̀h haih* **Yàuh** (Ng)óh Wai
5. (Ng)óh deih *Haih m̀h haih* **Yàuh** Chìh yáuh Kyùhn beng ge Yàhn On sáu, (Ng)óh deih Sīn Hó yíh Jāp hàhng Gaau yìh
6. Go dī Mihn Fán *Haih m̀h haih* **Béi** (Ng)óh Yuhng jó Lèih Jíng Mihn bāau

Answer – Disposal Construction Exercise

Rewrite the following sentences into their disposal construction:

1. (Ng)óh **Jēung** Ga Lēi Sihk jó
2. **Jēung** Go douh Mùhn Sāan jó
3. Sàhn Hái Yèh sōu gēi dūk Séi jó Jī hauh **Jēung** Sing jīk Kyùhn beng Sāu fāan
4. Néih **Jēung** Nī bún Syū Je jó Béi (Ng)óh
5. Néih Hó yíh **Jēung** Go dī Mihn Fán Yuhng jó Lèih Jíng Mihn bāau
6. (Ng)óh **Jēung** Nī bún Syū Tái yùhn Joi Góng Béi Néih Tēng

Answer – Conjunction – Because/Therefore, Although/But, If & Consequence Exercise

Connect the clauses from the two columns below with the correct conjunctions:

1. **Yān waih** Yeuk sāt sī maht Gihn gwo Sàhn, **Só yíh** Kéuih Jī dou Sàhn Chyùhn Joih
2. **Sēui yìhn** (Ng)óh deih Tái m̀h dóu Tīn fuh, **Daahn haih**(Ng)óh deih Hó yíh Gám sauh dou Kéuih ge (Ng)oi
3. **Yùh gwó** Yāt go Yàhn Séung Yihng sīk Sàhn, Kéuih **Jauh** Yiu Bāt dyun Kèih tóu
4. **Sēui yìhn** Gwong dūng wah Hóu Nàahn, **Daahn haih** Yīng mán Juhng Nàahn
5. **Yùh gwó** Néih Yìh gā Fong hei, Néih **Jauh** Wíhng yúhn M̀h wuíh Sìhng gūng
6. **Yān waih** Nī bún Syū M̀h Haih Hóu Yáuh yuhng, **Só yíh** (Ng)óh Kyut dihng Dám jó Kéuih
7. **Yùh gwó** Néih M̀h Góng Gwóng dūng wah, Hēung góng yàhn **Jauh** M̀h wuíh Choí Néih
8. **Yān waih** Néih Haih Chyùhn gaau sih, **Só yíh** Néih M̀h Hó yíh Heui Dihk sih nèih lohk yùhn
9. **Sēui yìhn** Kéuih Git jó Fān, **Daahn haih** Kéuih Yī yìhn Sehng yaht Yeuk Kéuih Lóuh Pòh Chēut Gāai

(Note that there can be more than one correct answer)